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[Whole Number 245]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

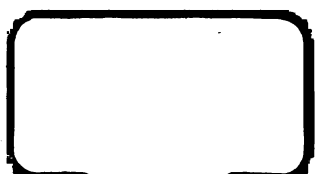
SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1898.

U. S. Dep. of Educ.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1898.



[Whole Number 245]

ANNUAL STATEMENT

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FOR THE

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WASHINGTON:
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STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., August 29, 1898.

SIR: I have the honor to submit the following statement of the operations of this office for the fiscal year ended June 30, 1898:

In accordance with the provisions of the law establishing this office, during the past year a large portion of the work has been directed to the collection of such statistics and facts as show the condition and progress of education in the several States and Territories, and in addition to this the collection and arrangement of information regarding the school system and methods of teaching in the other nations of the world. The material obtained has been embodied in the report for the year 1896-97, the first volume of which was received from the press in June, the same being seven months earlier than any previous report had been printed. To obtain the information collated and tabulated regarding the United States I sent out 38,000 blank forms of inquiry to 25 different classes of educational institutions. In another place in this statement I give a few summary tables containing the general items of information presented by States and by the census divisions of the country.

It is believed that the collection and diffusion of information regarding education stimulates local self-help. Each superintendent or director of schools and each teacher certainly can work more intelligently in the light of the statistical knowledge of the methods and results obtained by other laborers in his field. A believer in local self-government, as the best form in which to develop and perfect to the highest degree in each citizen the directive power necessary to perform the duties due toward the State, as well as those due to one's private business, will readily adopt the doctrine that the schools of the country will make a surer progress outside of a centralized national board of education than within it, provided the National Government furnishes in accessible form the information necessary for the school director to understand the experience of his fellow-workers throughout the country. To secure the highest degree of self-activity the individual must do his own work, but do it in the light of all that is done and planned in his sphere.

One cause of congratulation on the part of those who hold the doctrine that popular education is the safeguard of our American institutions is the continued prosperity of the elementary schools. The increase during the year 1896-97 amounted to 257,896 pupils over the previous year. The total enrolled in elementary schools amounted

to 15,452,426 pupils. Adding to it those in colleges, universities, high schools, and academies, the total number reached 16,255,093.

The total amount of schooling received per individual, on an average for the whole United States at the rate of school attendance for 1897, is very nearly five years of two hundred days each, and reaches quite seven years in a few of the States that are the most lavish in their expenditures for education. A little more than one-fifth of the entire population attended school at some time during the year.

A still greater occasion for congratulation is the increase of students in colleges and universities. This increase has gone on steadily for twenty-five years, and in 1872 only 590 persons in the million were enrolled in those institutions. In 1897 the number had risen to 1,216 in the million, being more than double the number. During the same period there has been an important change in regard to conditions of admission to college. The standard has been raised to such an extent as to require an average of a year's work more in preparation for the freshman class. If we consider the elevated standard, it is safe to estimate the number in higher education measured by the standard of 1872 as three times as large in 1897 as twenty-five years before. This increase was most remarkable in those students taking what are called post-graduate studies and engaged in the work of original investigation. This number increased from something less than 200 in 1872 up to twenty-five times that number, or nearly 5,000, in 1897. The professional students in the schools of law, medicine, and theology increased during the same period from 280 up to 740 in each million of inhabitants. During the same period scientific and technical schools multiplied. In the six years from 1890 to 1896 the number of students in engineering and applied science increased from 14,869 to 23,598.

In view of the continually increasing demands for higher education, especially in the fields of work which involve technical scientific questions as well as a knowledge of international law and an acquaintance with the manners of life and the modes of thinking of the other nations of the world to whom we are becoming more closely connected in business and political relations, the increase of professional education, and especially the rapid growth of that class of students that make special expert studies in post-graduate work, is in the highest degree reassuring. It indicates a deep feeling on the part of the citizens of the United States that higher education is necessary not only for political combinations but also for business combinations.

DIVISION OF CORRESPONDENCE AND RECORDS.

Summary of work for the fiscal year ending June 30, 1898.

MAIL MATTER SENT OUT.	
Letters	12, 266
Documents	157, 815
MAIL MATTER RECEIVED.	
Letters	14, 637
Documents by mail	11, 556

ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION. 5

Documents from the Government Printing Office	94, 714
Documents from different sources	40, 708
Acknowledgments received	17, 362
Statistical forms	16, 119
Periodicals	15, 739
Pieces of printed matter handled	179, 741

MISCELLANEOUS WORK.

Slips addressed, for documents	61, 364
Pages indexed and subindexed	12, 643
Newspapers clipped for educational items	1, 989
Envelopes cut	54, 320
Envelopes addressed	10, 822
Extra pages of typewriting	4, 517

INTERNATIONAL EXCHANGE DIVISION.

I. INTERNATIONAL EXCHANGE.

Home journals examined (chiefly educational)	6, 048
Foreign journals examined (educational and other)	6, 531
Articles indexed on cards	1, 206
Batches clipped	968
Pages of scrapbook filled	204
Pages of letterpress work	104
Inquiries and replies received	654
Inquiries sent out	106
Inquiries answered in writing	288
Foreign letters received	317
Foreign letters sent	119
Letters translated, about	120
Inquiries answered orally to callers	540
Pages of book orders sent	20
Pages of notes made in examining foreign matter	264
Files examined	77
Articles, letters, and cards classified, about	50, 000
Pages of computation	1, 550
Invoices, acknowledgments, and book lists checked	1, 800
Pages of manuscript estimated and numbered	5, 000
Letters and cards of acknowledgments	793
Pages of reports, weekly and summaries	260
Consultations with members of division and editorial corps	748
Pages of manuscript copied	2, 893
Pages of manuscript and typewriting compared	6, 540
Addresses written and revised	5, 904
Mailed printed matter	86
Ruled sheets and made diagrams	35

Entertaining foreign visitors, holding copy, indexing files, arranging and keeping lists, instructing assistants, searching for material, and other miscellaneous work.

II. RESEARCH, REVISION, AND COMPOSITION.

Books and pamphlets on education examined	2, 428
Reviews examined (briefed articles)	465
Volumes examined in research for information	1, 764
Pages of manuscript examined	2, 666
Lists, files, and tables examined	276
Pages of manuscript revised or edited	7, 795
Pages of replies composed	394

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Statistical compilations.....	300
Catalogue and index cards revised.....	14, 895
Pages of translation made.....	502
Pages of composition for annual report.....	2, 076
Pages of composition for other publications.....	162
Briefed manuscripts.....	467
Tables, charts, and diagrams made.....	254
Revised proof sheets, in galleys.....	640
Revised proof sheets, in pages.....	1, 126
Examined proof sheets, in pages.....	95

NOTE.—This division also performs the work detailed under the "foreign section of the library and museum division."

III. LIBRARY WORK. FOREIGN SECTION.

Books received, entered, catalogued, and numbered.....	1, 069
Pamphlets disposed of, partly by exchange.....	2, 887
Catalogue cards made.....	3, 563
Order cards made.....	253
Index cards made.....	20, 000
Pages of bulletins of new books received.....	127
Periodicals entered.....	4, 464
Cards classified and filed.....	5, 738
Books cut.....	298
Periodicals arranged in files, about.....	4, 500
Books arranged on shelves, about.....	1, 500
Cards copied.....	5, 563
Cards compared, about.....	6, 000
Slips addressed.....	6, 000
Abbreviated book titles and alphabetized.....	578

LIBRARY AND MUSEUM DIVISION.

Books:	
Added to accession catalogue.....	2, 173
Cut.....	647
Labeled.....	4, 139
Loaned.....	2, 615
Numbered.....	2, 592
Shelved.....	5, 459
Reshelved.....	15, 806
Stamped.....	713
Cards:	
Alphabetized.....	10, 886
Copied.....	4, 335
Distributed.....	10, 140
Revised.....	8, 392
Cards written:	
For card catalogue.....	10, 397
On books.....	7, 024
On books loaned.....	3, 960
On magazines.....	3, 194
On school journals.....	916
Catalogues:	
Assorted.....	14, 243
Filed.....	10, 479
Numbered.....	11, 548
Stamped.....	11, 283

Copying pages:

Bibliography	1,365
Bulletin	420
Manuscript	282
Report of Library division	196
Typewriting	2,893

General work, days:

Answering inquiries	97
Bibliography	832
Card cases	143
Comparing	112
Loan cases	104
Research	253
Supervision	286

Indexing:

Articles	1,709
Books	1,828
Magazines	1,150
Pamphlets	696
School journals	856

Letters:

Answered	904
Noted	616
Prepared	1,709
Typewritten	1,709

Pamphlets:

Assorted	8,690
Distributed	8,029
Filed	7,952
Numbered	6,303
Stamped	8,194

Periodicals:

Assorted	11,308
Entered	8,566
Examined	9,167
Filed	11,501
Stamped	10,747

Miscellaneous:

Books wrapped	18,940
Catalogues assorted	15,805
Filed	14,796
Shelved	14,796
Documents sent out	1,372
Duplicates sent out	9,000
Envelopes addressed	1,552
Manuscript compared	316
Oral inquiries answered	2,859
Pages revised and compared	3,058
Pages of dictation	556
Periodicals filed	11,260
Reports compared with cards	5,109
Slips addressed	707
Translating	193
Books received from bindery	13
Books classified and numbered	516
Binders' slips	110

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RÉSUMÉ.

Books arranged on shelves.....	16, 296
Books cut	945
Books in library June 30, 1898.....	75, 967
Books received, entered, catalogued, and numbered.....	3, 242
Book titles abbreviated and alphabetized.....	578
Bulletins of new books received, pages.....	547
Cards classified and filed.....	16, 594
Cards compared, about.....	11, 109
Cards copied.....	9, 898
Catalogue cards made.....	13, 960
Index cards made, about.....	20, 000
Order cards made.....	753
Pamphlets disposed of, partly by exchange.....	11, 887
Pamphlets in library June 30, 1898.....	150, 000
Periodicals arranged in files.....	16, 000
Periodicals entered.....	13, 030
Slips addressed.....	6, 707

STATISTICAL DIVISION.

More than 700 pages of the Education Report for 1896-97 are devoted to the statistics of education in the United States, collected directly from the schools, and then tabulated and summarized by the division of statistics. The following table shows that to procure this information it was necessary to send out more than 38,000 schedules of 25 different forms:

List of blank forms of inquiry sent out.

Schedules.	Items.	Sched- ules tabu- lated.	Sched- ules mailed, about—	Where information is tabulated in report for 1896-97.
State systems.....	74	50	150	Vol. 1, pp. LV to LXXIV.
City systems.....	39	601	1, 500	Chap. XLI, Vol. 2.
City and village systems.....	20	311	1, 000	Chap. XLI, Vol. 2.
Public high schools.....	46	5, 109	15, 000	Chap. XL, Vol. 2.
Private high schools.....	46	2, 100	6, 500	Chap. XL, Vol. 2.
Normal schools.....	27	362	1, 000	Chap. XXXIX, Vol. 2.
Universities and colleges.....	38	472	1, 000	Chap. XXXVI, Vol. 2.
Colleges for women.....	22	157	400	Chap. XXXVI, Vol. 2.
Schools of technology.....	38	48	100	Chap. XXXVI, Vol. 2.
University extension.....	6	24	100	Chap. XXXVI, Vol. 2.
Agricultural colleges.....	42	65	100	Chap. XXXVII, Vol. 2.
Medical schools.....	15	150	250	Chap. XXXVIII, Vol. 2.
Theological schools.....	13	157	250	Chap. XXXVIII, Vol. 2.
Law schools.....	16	77	200	Chap. XXXVIII, Vol. 2.
Dental schools.....	12	48	180	Chap. XXXVIII, Vol. 2.
Schools of pharmacy.....	13	43	150	Chap. XXXVIII, Vol. 2.
Veterinary schools.....	11	12	175	Chap. XXXVIII, Vol. 2.
Schools for nurses.....	11	298	600	Chap. XXXVIII, Vol. 2.
Commercial schools.....	18	341	1, 000	Chap. XLII, Vol. 2.
Schools for the colored race.....	33	169	550	Chap. XLIV, Vol. 2.
Reform schools.....	23	88	300	Chap. XLV, Vol. 2.
Institutions for the blind.....	29	36	100	Chap. XLV, Vol. 2.
Institutions for the deaf.....	31	95	300	Chap. XLV, Vol. 2.
Institutions for the feeble minded.....	23	28	100	Chap. XLV, Vol. 2.
Kindergartens.....	12	1, 157	7, 000	Chap. XLI, Vol. 2.

Condensed summaries of the statistics above indicated are given in Tables 1 to 12 in the succeeding pages. At the time this annual statement goes to press more than 50 per cent of the schools have reported for the year ending June, 1898, the reports indicating a normal increase in attendance.

In addition to the work of collecting statistics of education in the United States, this division does most of the editorial work and the

proof reading, besides a considerable amount of miscellaneous work. During the past year one clerk in this division translated, for the use of the international exchange division, more than 600 pages from the French. Another clerk devoted several months to the preparation of anthropometrical tables for the use of the specialist in education as a preventive of pauperism and crime.

The statistician and more than half the clerks of the division were engaged a whole month in preparing a complete financial statement for the Alaska division, furnished in response to a resolution of the Senate of January 19, 1898. This necessary work delayed the completion of the second volume of the annual report at least a month. The following statement shows the nature of the work done for the year ending June 30, 1897, and the amount, so far as such work can be indicated, in tabular form:

Statistical schedules sent out.....	38,462
Statistical returns received.....	16,119
Catalogues received and classified.....	7,702
Letters received and filed.....	1,284
Statistical returns examined and checked.....	20,928
Statistical returns prepared for tabulating.....	12,436
Statistical forms tabulated.....	26,445
Returns summarized.....	33,899
Statistical tables compiled, sheets.....	1,251
Statistical tables copied, sheets.....	910
Returns compared with tables.....	9,410
Computations made.....	60,263
Catalogues examined for statistics.....	8,492
Periodicals and reports examined.....	2,248
Manuscript prepared, pages.....	2,543
Manuscript edited and revised, pages.....	14,222
Pages of annual reports indexed.....	2,595
Proof read.....galleys.....	1,722
Proof read.....pages.....	3,335
Proof revised.....do.....	4,601
Corrections transferred.....do.....	3,695
Duplicate proofs stamped.....	13,256
Official letters written.....	624
Envelopes and reminder cards addressed.....	38,845
Envelopes filled and sealed.....	39,086
Forms and circulars folded.....	19,220
Forms and circulars dated and stamped.....	40,551
Book slips addressed.....	4,960
New list made, names.....	10,891
New lists, cards made, checked, and numbered.....	3,903
Books arranged and shelved.....	5,677
Index cards prepared.....	2,361
Printed reports, book pages read for information.....	20,133
Tables ruled.....sheets.....	1,824
Oral inquiries answered.....	501
Typewriting and copying for statistical division.....pages.....	863
Typewriting (dictation) for Alaska division.....do.....	515
French translated for foreign division and typewritten.....do.....	626
Preparing financial statement, Alaska division, 1884-1897.....do.....	558
Anthropometrical tables prepared for specialist.....	83

10 ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION.

TABLE 1.—Total number of pupils and students of all grades in both public and private schools and colleges, 1896-97.

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division*: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division*: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division*: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma. *North Central Division*: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division*: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).		Pupils receiving secondary instruction (high-school grade). <i>a</i>	
	Public.	Private (largely estimated).	Public. <i>b</i>	Private (in preparatory schools, academies, seminaries, etc.).
1	2	3	4	5
The United States.....	14, 243, 059	1, 209, 367	420, 459	164, 445
North Atlantic Division.....	3, 418, 765	503, 832	129, 118	49, 817
South Atlantic Division.....	2, 049, 766	88, 310	21, 450	24, 487
South Central Division.....	2, 695, 294	145, 041	31, 385	31, 805
North Central Division.....	5, 370, 918	430, 120	214, 291	49, 852
Western Division.....	702, 316	42, 064	24, 215	8, 484

Students receiving higher instruction.

Division.	In universities and colleges. <i>c</i>			In schools of medicine, law, and theology. <i>e</i>			In normal schools. <i>g</i>		
	Public. <i>d</i>	Private.	Total.	Public. <i>f</i>	Private.	Total.	Public.	Private. <i>h</i>	Total.
1	6	7	8	9	10	11	12	13	14
The United States....	27, 654	69, 480	97, 134	7, 706	45, 543	53, 249	43, 199	24, 181	167, 380
North Atlantic Division...	4, 781	25, 498	30, 279	233	17, 367	17, 600	17, 651	2, 247	19, 898
South Atlantic Division...	3, 489	9, 872	13, 361	687	5, 911	6, 598	3, 743	1, 817	5, 560
South Central Division...	2, 652	11, 234	13, 886	946	4, 546	5, 492	3, 016	4, 500	7, 516
North Central Division...	13, 099	20, 158	33, 257	5, 107	16, 420	21, 527	15, 818	14, 817	30, 635
Western Division.....	3, 633	2, 718	6, 351	733	1, 299	2, 032	2, 971	800	3, 771

Division.	Summary of higher (including normal) instruction.		Summary of pupils by grade.			Summary according to control.		Grand total.
	Public.	Private.	Elementary.	Secondary.	Higher.	Public.	Private.	
1	15	16	17	18	19	20	21	22
The United States....	78, 559	139, 204	15, 452, 426	584, 904	217, 763	14, 742, 077	1, 513, 016	16, 255, 093
North Atlantic Division....	22, 665	45, 112	3, 922, 597	178, 935	67, 777	3, 570, 548	598, 761	4, 169, 309
South Atlantic Division....	7, 919	17, 600	2, 138, 076	45, 937	25, 519	2, 079, 135	130, 397	2, 209, 532
South Central Division....	6, 614	20, 280	2, 840, 335	63, 190	26, 894	2, 733, 293	197, 126	2, 930, 419
North Central Division....	34, 024	51, 395	5, 807, 038	264, 143	85, 419	5, 625, 233	531, 267	6, 156, 600
Western Division.....	7, 337	4, 817	744, 380	32, 699	12, 154	783, 868	55, 365	789, 233

a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. XL, Vol. 2.

b This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

d Mainly State universities and agricultural and mechanical colleges.

e Including schools of dentistry, pharmacy, and veterinary medicine.

f Mainly in schools or departments of medicine and law attached to State universities.

g Nonprofessional pupils in normal schools are included in columns 4 and 5.

h Private normal schools are, with few exceptions, scarcely superior to the ordinary secondary schools.

i There are, in addition to this number, 22,554 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XXXIX, Vol. 2.)

ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION. 11

TABLE 2.—Common-school statistics, 1896-97.

POPULATION, ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER AND SEX OF TEACHERS.

State or Territory.	Estimated total population in 1897.	Pupils enrolled in the common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
United States	71,374,142	14,652,492	20.53	10,089,620	131,386	271,947	403,333
North Atlantic Division.....	19,947,800	3,545,164	17.77	2,529,086	18,731	79,503	98,234
South Atlantic Division.....	9,732,882	2,070,287	21.27	1,274,579	20,423	26,130	46,553
South Central Division.....	12,844,600	2,724,946	21.22	1,840,001	32,011	28,404	60,475
North Central Division.....	24,933,500	5,587,456	22.41	3,928,779	53,994	122,499	176,493
Western Division.....	3,915,360	724,639	18.50	517,175	6,227	15,351	21,578
North Atlantic Division:							
Maine.....	657,300	132,139	20.10	96,571	a 1,257	a 5,470	6,727
New Hampshire.....	398,700	64,207	16.10	47,717	202	2,509	2,711
Vermont.....	333,000	65,349	19.62	50,465	346	2,035	2,381
Massachusetts.....	2,634,000	439,367	16.69	334,945	1,120	11,723	12,843
Rhode Island.....	395,700	62,337	15.75	49,224	198	1,619	1,817
Connecticut.....	840,100	143,921	17.14	101,063	ab 442	ab 3,630	ab 4,072
New York.....	6,851,000	1,203,199	17.56	820,254	5,461	28,924	34,385
New Jersey.....	1,768,000	294,880	16.67	191,776	804	5,065	5,869
Pennsylvania.....	6,070,000	1,139,765	18.78	837,071	8,901	18,528	27,429
South Atlantic Division:							
Delaware.....	173,200	33,174	19.16	a 22,693	a 218	a 622	840
Maryland.....	1,179,000	229,947	19.50	133,627	1,113	3,723	4,836
District of Columbia.....	277,782	42,995	15.50	33,313	147	924	1,071
Virginia.....	1,704,000	367,817	21.58	213,421	3,013	5,562	8,575
West Virginia.....	849,300	215,665	25.40	141,081	3,828	2,626	6,454
North Carolina.....	1,763,000	370,920	21.04	231,725	4,294	3,591	7,885
South Carolina.....	1,274,000	258,183	20.26	182,559	2,245	2,728	4,973
Georgia.....	b 2,015,000	446,171	22.14	246,683	a 4,485	a 4,776	9,261
Florida.....	497,600	105,415	21.19	69,477	1,080	1,578	2,658
South Central Division:							
Kentucky.....	1,993,000	400,126	20.08	286,861	4,962	5,247	10,209
Tennessee.....	1,877,000	481,585	25.66	338,176	5,121	4,014	9,135
Alabama.....	1,741,000	319,526	18.36	a 213,000	a 4,536	a 2,587	7,123
Mississippi.....	1,431,000	350,615	24.62	202,683	3,647	4,208	7,855
Louisiana.....	1,253,000	109,947	13.56	124,123	1,425	2,257	3,682
Texas.....	2,979,000	616,568	20.70	440,249	6,815	6,402	13,217
Arkansas.....	1,290,000	316,270	24.53	195,509	4,670	2,511	7,181
Oklahoma.....	280,600	70,309	25.06	a 39,400	835	1,238	2,073
Indian Territory.....							
North Central Division:							
Ohio.....	3,834,000	825,650	21.54	607,304	10,316	14,900	25,216
Indiana.....	2,244,000	551,073	24.58	402,747	7,115	7,937	15,052
Illinois.....	4,594,000	920,425	20.04	705,481	7,196	18,345	25,541
Michigan.....	2,246,000	491,812	21.90	a 347,219	3,563	12,038	15,601
Wisconsin.....	2,072,000	426,565	20.59	273,958	2,502	9,875	12,377
Minnesota.....	1,700,000	371,889	21.88	235,497	2,445	8,793	11,238
Iowa.....	2,101,000	546,886	26.03	347,620	5,824	22,208	28,032
Missouri.....	3,036,000	673,152	22.17	490,481	5,972	8,866	14,838
North Dakota.....	303,600	57,088	18.80	38,478	1,048	1,984	3,027
South Dakota.....	342,900	89,001	25.96	a 54,600	1,321	3,187	4,508
Nebraska.....	1,131,000	266,275	23.54	171,442	2,514	6,833	9,347
Kansas.....	1,329,000	367,690	27.67	254,002	4,183	7,483	11,616
Western Division:							
Montana.....	229,400	31,436	13.70	b 21,200	216	804	1,020
Wyoming.....	99,700	11,582	11.62	a 7,700	105	360	465
Colorado.....	564,800	100,880	17.86	a 69,606	a 780	a 2,340	3,120
New Mexico.....	174,900	24,155	13.81	19,349	328	277	605
Arizona.....	80,650	13,361	16.57	10,439	116	238	354
Utah.....	260,700	69,228	26.55	48,315	484	693	1,177
Nevada.....	41,610	6,860	16.49	4,145	39	265	304
Idaho.....	138,100	31,883	23.09	22,645	298	495	793
Washington.....	479,700	90,113	18.78	63,212	1,164	2,061	3,245
Oregon.....	378,800	87,212	23.03	61,721	1,287	2,030	3,317
California.....	1,467,000	257,929	17.59	188,849	1,390	5,788	7,178

a Approximately.

b In 1895-96.

c In 1891-92.

d In 1894-95.

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TABLE 3.—Common-school statistics, 1896-97.

AVERAGE NUMBER DAYS TAUGHT, SALARIES OF TEACHERS, VALUE SCHOOL PROPERTY, STATE AND LOCAL TAXATION.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources. State and local, etc.
		Males.	Females.				
United States	140.4	\$44.02	\$38.38	\$469,069,086	\$35,062,533	\$127,960,761	\$25,617,949
North Atlantic Division	172.9	55.35	40.85	187,006,486	12,590,312	49,878,330	11,500,835
South Atlantic Division	111.2	31.11	30.80	20,274,814	4,053,785	5,816,827	1,375,059
South Central Division	92.8	41.21	34.50	21,002,125	8,046,229	4,015,751	1,389,748
North Central Division	151.2	45.14	37.45	205,177,995	7,272,916	59,871,812	9,710,527
Western Division	141.5	59.42	52.95	35,607,666	3,099,291	8,378,041	1,641,780
North Atlantic Division:							
Maine	a 136	40.64	25.88	4,081,951	513,384	1,049,032	51,375
New Hampshire	134.6	37.10	27.64	3,284,121	a 58,831	a 857,388	a 76,321
Vermont	154	38.52	26.84	1,500,000	84,853	704,339	120,590
Massachusetts	186	144.80	52.20	36,780,727	0	12,195,750	194,888
Rhode Island	190	90.24	50.48	4,414,512	119,876	1,281,891	68,025
Connecticut	187.5	88.77	42.70	9,344,690	290,819	2,176,200	269,931
New York	174			66,077,600	3,827,704	15,979,451	7,326,192
New Jersey	183	81.39	48.19	12,605,882	2,194,845	3,032,756	265,478
Pennsylvania	158.4	43.72	38.11	48,917,003	5,500,000	12,621,523	a 3,128,035
South Atlantic Division:							
Delaware	b 160	b 36.60	b 34.08	c 904,426	e b d 6,000	b d 209,000	b d 60,000
Maryland	182	b f 48.00	b f 40.40	g 4,350,000	520,125	1,509,595	227,075
District of Columbia	183	b y 111.62	b g 69.00	3,500,000	0	a 1,131,648	0
Virginia	120	31.98	26.67	3,090,777	937,512	840,241	85,951
West Virginia	111			3,227,141	330,995	1,219,976	b 261,530
North Carolina	65.4	25.38	21.40	1,003,165	705,166	15,258	103,814
South Carolina	83.3	25.18	24.29	845,506	511,259	85,033	179,214
Georgia	116.9			2,725,369	913,000	358,354	362,244
Florida	103	a 37.81	a 32.48	a 628,340	a 129,728	a 447,722	a 95,231
South Central Division:							
Kentucky	115	44.03	37.18	4,216,750	1,804,360	1,079,254	144,818
Tennessee	a 90.2	b f 31.88	b f 26.18	a 3,133,789	a 1,330,219	(a i)	a 341,579
Alabama	74	(g)	(g)	g 1,373,000	f 513,674	f j 141,861	i f 125,418
Mississippi	105.4	31.70	26.55	1,636,055	923,500	176,256	122,652
Louisiana	106	33.58	29.98	1,025,000	234,199	625,407	130,280
Texas	92.8	56.71	46.48	7,289,184	2,839,751	801,623	449,928
Arkansas	67	37.50	32.50	1,845,375	328,803	951,667	51,618
Oklahoma	a 84.3	30.50	27.00	482,972	71,723	239,683	23,455
Indian Territory							
North Central Division:							
Ohio	164	35.00	29.00	40,043,312	1,761,035	10,307,464	759,402
Indiana	g 142.5	a 48.25	a 40.25	y 18,867,494	a 1,708,008	a 3,911,440	a 1,017,308
Illinois	157.9	59.64	50.69	45,143,755	1,000,000	13,820,529	1,236,954
Michigan	161	47.79	34.95	17,977,477	a b 589,186	a 4,804,633	a b 758,449
Wisconsin	160.5	67.90	35.50	11,648,000	600,000	3,914,335	656,560
Minnesota	a 155.6	45.50	34.78	15,350,000	610,744	3,125,984	1,425,782
Iowa	162	37.01	31.45	16,355,842	0	7,421,465	1,184,088
Missouri	141	42.50	49.50	16,718,410	691,117	5,438,374	695,610
North Dakota	107.5	40.29	34.84	1,926,420	154,964	620,903	241,772
South Dakota	b 138.4			2,929,744	0	1,181,037	144,428
Nebraska	129	42.57	36.14	8,822,340	157,862	1,989,572	1,160,509
Kansas	126.2	39.26	34.29	9,395,231	0	3,336,076	476,665
Western Division:							
Montana	a 149.2	68.58	52.01	1,663,245	0	732,447	45,446
Wyoming	b 90	58.04	45.89	428,706	0	189,144	28,475
Colorado	a 159.7	a 67.07	a 53.74	4,093,304	a 0	a 1,993,384	a 495,734
New Mexico	92.2			a 264,430	0	133,089	20,051
Arizona	127	a 72.90	a 66.26	450,000	7,000	203,689	4,807
Utah	152	59.44	42.43	2,524,989	317,099	545,460	62,697
Nevada	154	98.00	61.00	461,665	a 10,324	a 75,232	a 117,878
Idaho	88	61.00	41.00	698,606	0	161,937	163,201
Washington	89.2	44.56	38.14	4,837,413	0	828,191	115,695
Oregon	b 109	45.16	37.42	2,988,312	0	997,640	247,223
California	172.6	g 80.19	g 65.42	17,196,996	a 2,764,868	a 2,517,828	a b 340,571

a In 1895-96.

b Approximately.

c In 1891-92.

d In 1889-90.

e State appropriation for colored schools.

f In 1894-95.

g In 1893-94.

h Includes money appropriated from Federal Treasury.

i Not reported.

j Report incomplete.

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TABLE 4.—Common-school statistics, 1896-97—Continued.

EXPENDITURES FOR SITES, BUILDINGS, AND FURNITURE, FOR TEACHERS' SALARIES, AND FOR OTHER PURPOSES.

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Expended per pupil of average attendance.
United States.....	\$31,903,245	\$119,303,542	\$36,113,815	\$187,320,602	\$2.62	\$18.56
North Atlantic Division.....	17,506,822	39,655,897	15,051,939	72,214,658	3.62	28.56
South Atlantic Division.....	1,107,177	8,859,070	1,655,966	11,622,233	1.19	9.12
South Central Division.....	1,176,077	10,917,205	1,040,013	13,133,295	1.02	7.14
North Central Division.....	10,387,400	50,828,351	15,498,968	76,694,619	3.08	19.52
Western Division.....	1,745,869	9,043,019	2,866,909	13,655,797	3.49	26.40
North Atlantic Division:						
Maine.....	259,966	1,164,328	169,570	1,593,864	2.43	16.50
New Hampshire.....	80,583	651,647	308,079	1,040,309	2.61	21.80
Vermont.....	a 284,593	631,991	16,412	912,996	2.74	18.09
Massachusetts.....	2,728,197	b 7,032,812	2,629,629	12,390,638	4.71	37.00
Rhode Island.....	550,977	c 933,680	247,078	1,731,735	c 4.38	35.18
Connecticut.....	555,819	1,837,518	566,468	2,959,825	3.52	29.28
New York.....	8,398,676	14,160,060	4,131,121	26,689,857	3.90	32.54
New Jersey.....	979,371	3,194,049	1,103,827	5,277,247	2.98	27.52
Pennsylvania.....	3,688,640	10,049,812	5,879,735	19,618,187	3.23	23.44
South Atlantic Division:						
Delaware.....	e 23,785	225,000	26,205	275,000	b 1.63	13.99
Maryland.....	326,899	1,932,512	335,291	2,594,702	2.20	19.42
District of Columbia.....	187,410	743,298	180,580	1,111,298	4.00	33.36
Virginia.....	171,019	1,459,959	222,561	1,853,539	1.09	8.69
West Virginia.....	f 223,071	f 1,112,513	f 458,065	f 1,793,649	f 2.11	12.72
North Carolina.....	53,172	705,416	58,974	817,562	.46	3.53
South Carolina.....	43,814	599,180	54,074	697,068	.55	f 3.82
Georgia.....	g 19,030	1,534,020	212,922	1,765,972	.88	7.16
Florida.....	58,967	547,172	107,304	713,443	1.43	10.27
South Central Division:						
Kentucky.....	415,357	2,372,214	131,474	2,919,045	1.47	10.18
Tennessee.....	182,636	1,342,870	165,244	1,690,750	.90	5.00
Alabama.....	g 18,230	618,668	g 26,461	663,359	.39	3.58
Mississippi.....	37,114	1,108,013	127,173	1,272,500	.89	6.28
Louisiana.....	72,825	780,472	136,013	989,310	.79	7.97
Texas.....	256,346	3,404,054	336,378	3,996,778	1.34	9.08
Arkansas.....	135,134	1,090,511	51,289	1,276,934	.99	6.53
Oklahoma.....	58,235	200,403	65,981	324,619	1.16	8.24
Indian Territory.....						
North Central Division:						
Ohio.....	1,176,770	8,430,875	2,968,745	12,574,390	3.28	20.70
Indiana.....	b 1,000,000	5,004,790	b 959,878	6,964,668	3.10	17.30
Illinois.....	2,912,852	10,377,443	3,045,255	16,335,550	3.56	23.16
Michigan.....	853,476	4,044,352	1,480,879	6,378,707	2.84	18.37
Wisconsin.....	711,933	3,451,986	911,496	5,075,415	2.45	18.53
Minnesota.....	762,477	3,406,580	984,133	5,153,190	3.03	21.88
Iowa.....	707,324	5,264,354	1,918,752	7,890,430	3.76	22.69
Missouri.....	1,260,354	4,305,904	1,147,634	6,713,892	2.21	13.69
North Dakota.....	182,353	586,774	356,766	1,125,893	3.71	29.26
South Dakota.....	144,728	829,083	306,852	1,280,663	3.74	23.45
Nebraska.....	455,645	2,390,018	575,584	3,421,247	3.02	19.96
Kansas.....	199,388	2,736,192	844,994	3,780,574	2.85	14.89
Western Division:						
Montana.....	213,919	438,133	140,046	792,098	3.45	37.37
Wyoming.....	29,118	153,269	28,948	211,335	2.12	27.45
Colorado.....	343,500	1,319,921	720,762	2,384,183	4.38	38.19
New Mexico.....	7,699	124,015	24,241	155,955	.89	8.06
Arizona.....	12,747	155,991	37,114	205,852	2.55	19.71
Utah.....	174,446	514,573	216,694	905,713	3.47	18.75
Nevada.....	34,875	167,171	(i)	202,046	4.86	48.76
Idaho.....	86,165	197,283	f 44,801	328,249	2.38	14.49
Washington.....	140,079	769,150	516,280	1,425,509	2.97	22.55
Oregon.....	173,845	784,968	238,296	1,197,109	3.16	19.40
California.....	529,476	4,418,545	899,727	5,847,748	3.99	30.96

a Includes expenditure for books, janitors, and transportation of pupils.

b Approximately.

c Includes some expenditure for evening schools.

d In 1889-90.

e Includes city of Wilmington only.

f In 1895-96.

g Report incomplete.

h In 1894-95.

i Not reported separately.

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TABLE 5.—Statistics of city school systems.

ENROLLMENT, AVERAGE ATTENDANCE, LENGTH OF SCHOOL TERM, NUMBER OF TEACHERS, AND EXPENDITURE IN CITIES OF 8,000 INHABITANTS AND OVER. ^a

Cities of—	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
United States.....	601	3,590,375	2,687,758	188.9	9,632	68,344	\$48,772,485	\$84,866,092
North Atlantic Division.....	233	1,697,615	1,259,044	190.7	4,180	32,370	23,274,845	44,418,713
South Atlantic Division.....	43	254,787	184,829	185.9	759	4,744	3,015,502	4,202,826
South Central Division.....	52	193,874	142,592	178.2	646	3,296	2,183,725	2,775,576
North Central Division.....	237	1,247,867	953,142	190.4	3,379	24,197	16,980,866	28,393,396
Western Division.....	36	196,782	148,151	184.2	668	3,737	3,367,547	5,075,581
North Atlantic Division:								
Maine.....	10	24,475	18,406	175.3	81	596	289,375	405,269
New Hampshire.....	6	16,261	11,347	178.4	50	341	216,148	310,925
Vermont.....	2	3,828	2,882	185.3	13	86	50,092	101,806
Massachusetts.....	51	312,191	248,223	192.3	894	6,662	5,153,841	9,399,687
Rhode Island.....	9	49,379	32,324	185.1	177	968	697,718	1,377,964
Connecticut.....	19	74,624	54,760	192.7	211	1,610	1,045,010	1,864,989
New York.....	61	675,852	495,254	192.2	1,565	12,315	9,435,458	19,523,654
New Jersey.....	22	145,940	101,550	193.5	256	2,634	1,721,979	2,839,171
Pennsylvania.....	53	395,065	294,298	187.9	933	7,158	4,665,224	8,595,248
South Atlantic Division:								
Delaware.....	1	10,749	8,104	194.0	8	221	109,716	175,299
Maryland.....	4	81,780	55,497	195.7	169	1,658	1,079,592	1,505,701
District of Columbia.....	2	42,995	33,283	182.7	190	880	743,298	1,117,634
Virginia.....	10	34,286	25,921	185.7	103	549	303,854	386,630
West Virginia.....	3	10,531	7,579	182.2	25	214	96,400	152,931
North Carolina.....	6	10,531	7,433	174.2	33	198	74,491	91,178
South Carolina.....	4	11,614	9,605	176.5	36	173	87,559	114,128
Georgia.....	9	40,858	30,075	183.4	123	658	443,908	564,362
Florida.....	4	11,393	7,332	157.1	72	193	76,684	94,963
South Central Division:								
Kentucky.....	11	50,284	37,633	190.2	156	919	631,669	870,878
Tennessee.....	6	28,828	20,950	179.6	113	451	300,651	367,100
Alabama.....	6	13,079	10,646	170.7	51	231	134,168	163,365
Mississippi.....	5	8,413	5,725	177.9	41	143	70,536	105,332
Louisiana.....	3	32,744	23,756	168.3	49	651	336,650	410,165
Texas.....	16	47,223	34,832	174.8	190	728	535,755	689,247
Arkansas.....	4	12,219	8,215	177.3	39	155	115,547	154,944
Oklahoma.....	1	1,084	835	133.9	7	18	8,749	14,545
Indian Territory.....	0	0	0	.....	0	0	0	0
North Central Division:								
Ohio.....	46	240,491	193,318	185.3	721	4,724	3,331,938	5,492,335
Indiana.....	30	103,005	69,490	199.2	400	1,944	1,264,621	2,387,312
Illinois.....	39	319,600	250,840	195.7	798	6,260	5,167,999	8,664,634
Michigan.....	30	126,607	94,811	189.4	298	2,453	1,407,337	2,527,546
Wisconsin.....	21	100,142	73,253	186.3	291	1,639	1,212,058	1,678,709
Minnesota.....	10	78,778	61,418	188.2	210	1,675	1,222,044	1,811,949
Iowa.....	22	66,874	52,065	181.6	181	1,488	858,622	1,413,375
Missouri.....	15	132,567	96,119	190.4	275	2,450	1,078,851	3,143,854
North Dakota.....	0	0	0	.....	0	0	0	0
South Dakota.....	1	1,859	1,425	180.0	5	45	27,070	40,785
Nebraska.....	10	37,307	28,190	179.7	78	658	435,990	689,988
Kansas.....	13	40,637	32,183	169.5	122	661	394,336	542,909
Western Division:								
Montana.....	3	8,209	5,974	177.7	29	161	137,602	292,055
Wyoming.....	1	1,079	830	174.9	3	26	21,136	27,240
Colorado.....	9	37,064	26,942	179.5	110	686	586,412	1,017,943
New Mexico.....	0	0	0	.....	0	0	0	0
Arizona.....	0	0	0	.....	0	0	0	0
Utah.....	2	15,433	12,663	173.6	68	261	190,435	328,054
Nevada.....	0	0	0	.....	0	0	0	0
Idaho.....	0	0	0	.....	0	0	0	0
Washington.....	4	18,953	13,961	180.2	54	340	236,961	457,378
Oregon.....	3	13,816	10,855	192.7	46	274	217,024	323,404
California.....	14	102,236	76,926	187.7	358	1,983	1,977,977	2,629,507

^a Statistics of this table also included in Tables 2, 3, and 4.

TABLE 6.—Statistics of secondary education, 1896-97.

INSTRUCTORS AND STUDENTS IN PUBLIC HIGH SCHOOLS AND IN PRIVATE HIGH SCHOOLS AND ACADEMIES.

State or Territory.	Public high schools. ^a					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary stu- dents.		Num- ber.	Secondary teachers.		Secondary stu- dents.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
United States.....	5,109	7,658	9,151	173,445	235,988	2,100	4,162	5,412	53,218	54,415
North Atlantic Division.....	1,227	1,960	3,194	54,553	71,846	665	1,804	2,376	20,944	19,524
South Atlantic Division.....	355	437	533	8,620	11,801	421	675	780	9,443	8,947
South Central Division.....	530	717	860	12,585	17,067	488	654	803	10,268	11,591
North Central Division.....	2,784	4,117	4,342	88,407	122,131	396	780	1,124	10,279	11,301
Western Division.....	213	427	422	9,280	13,043	130	249	329	2,284	3,052
North Atlantic Division:										
Maine.....	151	162	158	3,642	4,535	35	60	86	1,429	1,589
New Hampshire.....	52	58	91	1,499	1,959	28	98	57	1,233	724
Vermont.....	50	46	79	1,167	1,585	26	50	77	1,058	1,050
Massachusetts.....	225	456	804	13,939	17,421	97	253	396	2,651	2,803
Rhode Island.....	14	63	68	1,266	1,643	11	47	63	415	372
Connecticut.....	64	105	174	2,699	3,427	58	106	168	1,178	1,506
New York.....	344	495	1,079	17,866	21,091	204	630	861	5,588	5,935
New Jersey.....	76	117	247	3,427	5,189	69	202	206	2,420	1,328
Pennsylvania.....	251	458	494	9,048	14,996	137	358	462	4,972	4,212
South Atlantic Division:										
Delaware.....	14	15	33	485	766	3	10	6	121	89
Maryland.....	41	57	69	1,690	1,737	43	86	144	825	1,193
District of Columbia.....	4	44	55	924	1,489	19	50	88	354	520
Virginia.....	64	69	105	1,418	2,050	85	165	148	1,916	1,508
West Virginia.....	25	32	42	510	789	15	27	29	396	347
North Carolina.....	12	15	13	179	293	132	185	146	2,981	2,345
South Carolina.....	67	71	69	1,068	1,235	32	51	56	748	656
Georgia.....	100	98	119	1,814	2,838	85	99	145	2,065	2,109
Florida.....	28	36	28	532	704	7	2	18	37	180
South Central Division:										
Kentucky.....	53	83	94	1,625	2,174	91	121	154	1,773	1,773
Tennessee.....	97	122	89	2,061	2,744	113	163	133	2,545	2,364
Alabama.....	52	59	67	1,106	1,441	76	90	95	1,512	1,653
Mississippi.....	81	90	81	1,411	1,740	59	66	115	1,180	1,667
Louisiana.....	18	32	51	423	1,002	31	26	86	401	641
Texas.....	181	260	228	4,637	6,468	80	142	169	2,150	2,764
Arkansas.....	43	61	45	1,127	1,353	27	33	31	501	500
Oklahoma.....	3	4	4	85	145	3	3	9	44	64
Indian Territory.....	2	6	1	110	0	8	10	11	162	165
North Central Division:										
Ohio.....	584	832	743	16,408	21,550	58	125	174	1,280	1,565
Indiana.....	345	569	359	9,447	11,897	26	48	84	650	1,071
Illinois.....	327	590	629	12,545	19,364	61	103	200	1,390	1,907
Michigan.....	285	397	585	10,952	14,793	19	27	90	395	691
Wisconsin.....	184	260	337	6,830	8,757	26	38	75	1,069	490
Minnesota.....	102	172	268	4,500	6,050	30	66	93	630	764
Iowa.....	325	428	578	10,268	14,358	45	90	96	1,558	1,353
Missouri.....	189	317	320	6,790	10,030	88	161	196	2,331	2,435
North Dakota.....	21	21	30	372	537	3	6	9	28	50
South Dakota.....	29	28	38	603	817	7	12	10	97	128
Nebraska.....	219	256	226	4,985	7,126	15	21	41	225	305
Kansas.....	174	247	209	4,707	6,852	18	33	45	426	542
Western Division:										
Montana.....	14	13	29	404	539	4	1	8	19	80
Wyoming.....	2	2	6	103	117	1	2	1	18	12
Colorado.....	41	107	89	1,884	2,751	7	11	22	91	206
New Mexico.....	7	7	3	75	131	3	4	4	46	15
Arizona.....	2	6	2	59	68	2	3	8	25	180
Utah.....	2	14	11	261	389	13	48	25	555	584
Nevada.....	6	4	12	147	228					
Idaho.....	7	9	4	108	184	7	10	5	99	61
Washington.....	34	51	42	1,068	1,493	13	21	36	251	320
Oregon.....	12	22	26	632	889	18	37	39	300	363
California.....	86	192	198	4,539	6,254	62	112	181	880	1,231

^a Statistics of public high schools also included in Tables 2, 3, and 4.

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TABLE 7.—Statistics of higher education, 1896-97.

INSTRUCTORS AND STUDENTS IN PUBLIC AND PRIVATE NORMAL SCHOOLS OF THE UNITED STATES.

State or Territory.	Public normal schools.					Private normal schools.				
	Num-ber.	Teachers of normal students.		Students in normal courses.		Num-ber.	Teachers of normal students.		Students in normal courses.	
		Male.	Fe-male.	Male.	Fe-male.		Male.	Fe-male.	Male.	Fe-male.
United States.....	164	746	1,027	12,607	30,592	198	625	405	12,095	12,086
North Atlantic Division...	53	249	483	4,424	13,227	17	63	76	836	1,411
South Atlantic Division...	29	91	146	1,131	2,612	39	68	77	752	1,065
South Central Division...	24	68	62	1,213	1,893	56	122	93	2,476	2,024
North Central Division...	44	273	297	5,174	10,644	80	342	145	7,664	7,153
Western Division.....	14	65	69	665	2,306	6	30	14	367	433
North Atlantic Division:										
Maine.....	4	11	16	315	457	4	8	6	73	107
New Hampshire.....	1	4	4	1	94					
Vermont.....	3	4	13	56	295					
Massachusetts.....	9	28	66	58	1,188	3	3	15	0	167
Rhode Island.....	1	4	7	2	167					
Connecticut.....	1	9	44	6	521					
New York.....	14	66	159	1,188	5,730	2	19	34	54	507
New Jersey.....	3	13	19	75	717					
Pennsylvania.....	14	110	155	2,723	4,058	8	33	21	709	630
South Atlantic Division:										
Delaware.....	1	0	2	0	20	1	2	0	5	3
Maryland.....	2	5	7	33	399	3	8	2	50	12
District of Columbia.....	2	2	11	8	86	1	0	4	0	40
Virginia.....	4	27	43	206	399	6	14	7	125	127
West Virginia.....	7	23	18	677	597	3	10	5	192	153
North Carolina.....	7	14	28	84	551	9	12	24	125	296
South Carolina.....	2	7	23	6	207	6	6	9	69	139
Georgia.....	2	7	13	105	340	6	4	20	41	153
Florida.....	2	6	1	12	13	4	12	6	145	142
South Central Division:										
Kentucky.....	4	7	3	125	202	11	18	12	273	268
Tennessee.....						16	45	48	986	935
Alabama.....	6	24	34	589	904	5	1	0	617	313
Mississippi.....	7	15	3	115	135	9	22	14	183	172
Louisiana.....	2	4	13	72	284	1	2	0	2	13
Texas.....	2	3	5	88	89	8	20	12	218	206
Arkansas.....	2	8	1	150	82	6	14	7	197	117
Oklahoma.....	1	5	3	74	107					
Indian Territory.....										
North Central Division:										
Ohio.....	6	8	23	37	480	13	57	17	2,402	1,584
Indiana.....	3	32	16	697	861	12	59	39	2,151	1,849
Illinois.....	3	28	27	534	1,321	10	44	15	907	735
Michigan.....	3	26	19	257	946	4	6	6	176	276
Wisconsin.....	7	52	60	862	1,894	2	16	1	43	24
Minnesota.....	5	29	41	309	1,124	2	8	0	34	8
Iowa.....	6	33	21	531	1,220	18	56	30	1,033	1,593
Missouri.....	5	30	22	949	1,207	6	9	6	124	179
North Dakota.....	2	9	5	114	158	1	2	1	75	10
South Dakota.....	2	5	14	140	269	1	5	2	50	38
Nebraska.....	1	7	6	24	84	4	32	11	419	666
Kansas.....	1	14	13	720	1,080	7	48	17	250	191
Western Division:										
Montana.....										
Wyoming.....										
Colorado.....	1	11	8	76	281	1	6	5	28	133
New Mexico.....	1	2	1	8	26					
Arizona.....	1	2	3	68	96					
Utah.....						1	18	4	276	236
Nevada.....										
Idaho.....	2	6	3	49	81					
Washington.....	2	5	10	109	220					
Oregon.....	3	14	9	180	247					
California.....	4	25	35	175	1,355	4	6	5	63	64

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TABLE 8.—Statistics of higher education, 1896-97—Continued.

INSTRUCTORS AND STUDENTS IN COEDUCATIONAL COLLEGES AND UNIVERSITIES
AND IN COLLEGES FOR MEN ONLY.

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
United States.....	472	7,484	1,490	30,306	14,237	52,439	15,652	3,316	884	\$18,972,414
North Atlantic Division..	78	2,300	129	5,444	672	19,062	2,155	1,486	150	7,561,714
South Atlantic Division..	72	910	150	3,210	1,503	5,681	842	364	11	1,583,508
South Central Division...	87	823	279	5,048	2,882	6,474	2,264	83	91	1,523,776
North Central Division...	194	2,877	783	14,002	7,613	17,886	8,687	1,224	522	6,980,833
Western Division	41	574	149	2,602	1,567	3,336	1,704	159	110	1,322,583
North Atlantic Division:										
Maine	3	45	2	0	0	526	186	0	0	112,456
New Hampshire	1	33	0	0	0	469	0	6	0	88,000
Vermont	2	41	0	0	0	277	97	2	2	91,302
Massachusetts	9	382	8	471	20	3,568	352	400	20	1,660,218
Rhode Island	1	76	0	0	0	671	127	34	18	170,000
Connecticut	3	194	0	0	0	2,098	61	209	30	855,176
New York	23	810	63	3,290	210	4,930	564	516	55	2,488,970
New Jersey	4	139	4	177	35	1,195	0	133	0	570,394
Pennsylvania	32	580	52	1,506	407	5,328	768	186	25	1,585,198
South Atlantic Division:										
Delaware	1	13	0	0	0	76	0	1	0	39,200
Maryland	10	176	14	537	55	758	84	210	0	333,253
District of Columbia ..	6	253	9	406	30	439	109	82	5	383,955
Virginia	10	117	5	124	93	1,039	68	38	0	267,980
West Virginia	3	36	8	157	5	301	128	1	0	71,412
North Carolina	16	125	39	683	446	1,333	167	13	4	176,654
South Carolina	9	67	11	458	258	653	40	6	0	100,150
Georgia	11	74	36	617	422	940	141	11	0	137,919
Florida	6	49	28	228	194	144	105	2	2	72,985
South Central Division:										
Kentucky	13	136	45	944	570	1,087	299	11	2	199,867
Tennessee	24	235	76	1,441	841	1,818	692	47	6	473,833
Alabama	9	79	13	443	302	760	144	1	0	130,155
Mississippi	5	42	8	238	132	538	67	7	1	74,263
Louisiana	9	101	29	306	128	691	244	7	76	247,371
Texas	15	157	64	972	424	1,153	496	10	6	253,079
Arkansas	9	60	33	561	345	408	304	0	0	109,808
Oklahoma	1	8	2	88	70	8	4	0	0	27,300
Indian Territory	2	5	9	55	70	11	14	0	0	8,100
North Central Division:										
Ohio	35	540	127	2,744	1,266	3,294	1,608	125	60	988,151
Indiana	14	217	30	994	313	1,569	723	84	34	486,691
Illinois	31	632	139	2,446	1,294	3,449	1,470	570	228	2,407,388
Michigan	11	178	63	798	445	1,601	804	52	42	576,995
Wisconsin	9	186	31	581	156	1,248	482	76	17	528,131
Minnesota	9	184	32	421	159	1,573	676	130	39	396,868
Iowa	23	227	109	1,391	1,087	1,544	967	68	28	390,599
Missouri	25	301	118	2,132	1,022	1,635	633	14	9	610,753
North Dakota	3	21	6	188	159	64	33	0	0	46,700
South Dakota	5	38	22	249	268	102	75	1	1	44,177
Nebraska	11	137	44	745	496	775	573	70	43	258,315
Kansas	18	216	62	1,313	948	1,032	583	34	21	246,065
Western Division:										
Montana	3	14	12	124	140	39	38	0	0	36,050
Wyoming	1	11	3	14	18	41	33	3	3	45,873
Colorado	4	85	21	348	237	245	163	17	13	152,881
New Mexico										
Arizona	1	11	3	64	53	27	8	0	0	49,116
Utah	2	33	3	251	164	78	84	0	1	82,555
Nevada	1	14	4	69	44	93	50	0	0	58,017
Idaho	1	17	6	117	72	39	21	2	2	43,840
Washington	8	69	25	303	190	360	163	5	6	128,033
Oregon	8	52	23	476	355	202	128	2	5	82,697
California	12	268	49	836	294	2,212	1,016	130	80	643,521

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TABLE 11.—Summary of statistics of professional and allied schools.

State or Territory.	Theological.			Law.			Medical.		
	Schools.	Instruct-ors.	Stu-dents.	Schools.	Instruct-ors.	Stu-dents.	Schools.	Instruct-ors.	Stu-dents.
United States	157	980	8,173	77	744	10,449	150	3,986	24,372
North Atlantic Division	49	365	3,062	13	223	3,580	27	799	7,530
South Atlantic Division	23	140	957	17	115	1,567	21	456	2,940
South Central Division	18	76	817	13	58	612	20	357	3,420
North Central Division	60	358	3,197	28	288	4,268	70	2,090	9,640
Western Division	7	41	140	6	60	422	12	284	1,020
North Atlantic Division:									
Maine	2	15	90				2	30	167
New Hampshire							1	13	145
Vermont							1	25	221
Massachusetts	8	73	540	2	43	871	4	141	1,069
Connecticut	3	39	203	1	32	213	1	25	138
New York	16	119	948	7	121	2,015	12	349	3,199
New Jersey	5	31	467						
Pennsylvania	15	88	814	3	27	481	6	216	2,426
South Atlantic Division:									
Maryland	5	55	403	2	17	274	7	208	1,267
District of Columbia	4	22	145	5	61	803	4	100	476
Virginia	4	18	167	3	9	209	2	47	421
West Virginia				1	3	104			
North Carolina	5	21	93	2	6	83	3	18	127
South Carolina	3	12	51	1	1	14	1	10	90
Georgia	2	12	98	3	18	80	4	73	532
South Central Division:									
Kentucky	4	25	533	1	3	64	5	95	1,232
Tennessee	8	36	207	6	27	190	9	161	1,236
Alabama	3	10	50	1	3	36	2	34	170
Mississippi				1	5	42			
Louisiana	1	3	8	1	5	85	2	27	388
Texas	2	2	19	2	8	158	2	40	409
Arkansas				1	7	37			
North Central Division:									
Ohio	13	68	507	6	56	528	15	372	1,828
Indiana	4	23	165	5	38	420	5	139	495
Illinois	14	106	1,222	7	62	1,229	14	610	2,736
Michigan	3	22	121	2	47	712	5	150	879
Wisconsin	4	30	193	1	10	184	2	63	189
Minnesota	8	45	301	1	18	365	3	97	357
Iowa	4	11	174	2	15	305	6	105	766
Missouri	6	33	455	2	21	298	15	390	2,041
Nebraska	3	17	51	1	13	77	3	96	187
Kansas	1	3	8	1	8	150	2	59	165
Western Division:									
Colorado	2	14	37	2	36	78	4	105	285
Oregon	1	3	21	2	17	70	2	38	87
California	4	24	82	2	7	274	6	141	699

General summary of statistics of professional and allied schools for 1896-97.

Class of schools.	Schools.	Instruct-ors.	Students.	Gradu-ates.
Theological.....	157	980	8,173	1,672
Law.....	77	744	10,449	3,016
Medical.....	150	3,986	24,372	5,564
Dental.....	48	820	6,460	1,640
Pharmaceutical.....	43	362	3,426	1,005
Veterinary.....	12	153	364	130
Nurse training.....	298		7,263	2,498
Total.....	785	7,051	60,512	15,525

a 198 of these were women.

b 131 of these were women.

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Summary of statistics of medical schools, by classes, for 1896-97.

Class of schools.	Schools.	Instruct- ors.	Students.	Gradu- ates.
Regular	118	3, 142	21, 438	4, 779
Homeopathic	21	582	2, 038	517
Eclectic	9	213	789	233
Physiomedical	2	49	112	35
Total	150	3, 986	24, 377	5, 564

TABLE 12.—*Enrollment in other schools.*

City evening schools	183, 168
Business schools	77, 053
Indian schools	22, 964
Schools for defective classes	22, 624
Reform schools	24, 426
Benevolent institutions, chiefly orphan asylums that do not send to the pub- lic schools in their vicinities	13, 309
Miscellaneous	49, 650
Total	393, 194

The miscellaneous in the above table includes such institutions as schools of music, oratory, elocution, schools of various arts, such as cooking, etc.

AGRICULTURAL AND MECHANICAL COLLEGES.

The statistics for 1896-97 of the agricultural and mechanical colleges endowed by acts of Congress approved July 2, 1862, and August 30, 1890, with public lands or a part of the proceeds arising from the sale thereof, are given, in accordance with the law of Congress.

In addition to the statistics of instruction and finances for the year 1896-97, a table showing the amounts received by the several States under the provisions of the said law of August 30, 1890, is inserted. The reports of the treasurers of the institutions which are beneficiaries under the aforesaid law and the laws of their respective States, covering the year ended June 30, 1897, indicate that in each and every case the disbursement of the fund has been made in strict conformity with the law. I therefore, on the 28th of June last, recommended that each of the States and Territories be certified to the Secretary of the Treasury as entitled to receive \$24,000, the quota for the fiscal and school year ending June 30, 1899.

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Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

States and Territories.	Year ending June 30—								
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Alabama	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000
Arizona	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Arkansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
California	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Colorado	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Connecticut	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Delaware	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Florida	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Georgia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Idaho				18,000	19,000	20,000	21,000	22,000	23,000
Illinois	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Indiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Iowa	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Kansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Kentucky	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Louisiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Maine	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Maryland	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Massachusetts	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Michigan	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Minnesota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Mississippi	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Missouri	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Montana				18,000	19,000	20,000	21,000	22,000	23,000
Nebraska	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Nevada	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
New Hampshire	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
New Jersey	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
New Mexico	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
New York	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
North Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
North Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Ohio	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Oklahoma			17,000	18,000	19,000	20,000	21,000	22,000	23,000
Oregon	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Pennsylvania	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Rhode Island	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
South Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
South Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Tennessee	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Texas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Utah	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Vermont	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Virginia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Washington			17,000	18,000	19,000	20,000	21,000	22,000	23,000
West Virginia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Wisconsin	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Wyoming	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000
Total	660,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000

Statistics for 1896-97 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands or a part of the proceeds arising from the sale thereof, or both.

Name of institution and its post-office address.	Name of president.	Faculty.			Students, by departments.								Property.				
		Staff of experiment station.			Preparatory.		Collegiate.		Post-graduate.		All other departments of college or affiliated departments.		Library.	Acres under cultivation.	Value of farm lands.	Value of buildings and equipment of agricultural and mechanical departments, not including lands under cultivation.	
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.					Pamphlets.
Alabama Polytechnic Institute, Auburn, Ala.....	William Leroy Brown.....	7	31	0	43	0	308	12	16	0	359	9	11,011	1,741	80	\$2,500	\$209,413
University of Arizona (agricultural and mechanical department), Tucson, Ariz., Fayetteville, Ark.	Howard Billman.....	6	11	3	64	53	27	8					2,600			3,000	
Arkansas Industrial University, Fayetteville, Ark.	John L. Buchanan.....	7	22	10	85	0	35	0	0	0	238	198	7,426	5,627	40	9,660	237,000
University of California (agricultural and mechanical department), Berkeley, Cal.	Martin Kellogg.....	19	57	0	0	0	369	20	14	0	1,087	721	64,000		182	183,125	987,000
Colorado Agricultural College, Fort Collins, Colo.....	Alston Ellis.....	7	20	3	17	6	200	105	6	1	0	0	9,710	3,000	225	32,900	179,800
Storrs Agricultural College, Storrs, Conn.....	B. F. Koons.....	5	8	4	0	0	84	23	0	0	42	0	5,281		100	15,000	28,000
Delaware College (agricultural and mechanical department), Newark, Del.	Geo. A. Harter.....	6	12	0	0	0	35	0	0	0	0	0	8,500	8,300	4	3,000	127,741
Florida Agricultural College, Lake City, Fla.....	O. Clute.....	8	11	5	46	7	103	40	2	0	59	0	2,596	2,200	130	3,635	58,740
State College of Agriculture and Mechanic Arts (University of Georgia), Athens, Ga.	H. C. White.....	0	21	0	0	0	116	0	7	0	0	0	28,584	7,865	55	10,000	200,000
University of Idaho, Moscow, Idaho.....	F. B. Gaulk.....	9	17	6	117	72	39	21	2	2			5,000	10,000	83	3,000	7,000
University of Illinois (agricultural and mechanical department), Urbana, Ill.	Andrew S. Draper.....	9	84	6	136	43	492	134	50	7	204	9	30,100	6,350	600	100,000	25,000
Purdue University of Indiana, Lafayette, Ind.....	James H. Smart.....	11	57	6	0	0	553	61	26	24	0	0	7,480	2,792	149	70,000	50,000
Iowa Agricultural College, Ames, Iowa.....	W. M. Boardshear.....	13	42	13	16	11	432	97	14	3	0	0	11,000	2,000	300	27,000	186,548
Kansas State Agricultural College, Manhattan, Kans.	George T. Fairchild.....	14	27	8	59	8	411	210	20	26	0	0	17,018	6,360	250	39,100	100,000
Kentucky Agricultural and Mechanical College, Lexington, Ky.	James K. Patterson.....	6	18	0	68	20	156	41	5	2	43	36	2,732	186	.....	25,000	154,000
Louisiana State University (agricultural and mechanical department), Baton Rouge, La.	Thos. D. Boyd.....	21	19	0	93	0	127	0	0	0	0	0	20,000	2,000	310	33,300	200,000
University of Maine, Orono, Me.....	A. W. Harris.....	11	30	1	0	0	290	1	0	0	8	2	10,000	3,975	120	9,325	235,261
Maryland Agricultural College, College Park, Md.	R. W. Silvester.....	8	17	0	19	0	83	0	0	0	0	0	1,750	400	140	14,000	24,000
Massachusetts Agricultural College, Amherst, Mass.	Henry H. Goodell.....	19	18	0	0	0	129	0	4	0	0	0	18,080	0	260	45,000	263,148
Massachusetts Institute of Technology, Boston, Mass.	H. W. Tyler, secretary.....	0	51	0	0	0	1117	70	10	1	0	0	43,558	13,400	0	0	735,000

^a These statistics are not included in summary.

Statistics for 1896-97 of institutions endorsed by the acts of Congress approved July 2, 1882, and August 30, 1890, with public lands or a part of the proceeds arising from the sale thereof, or both—Continued.

Name of institution and its post-office address.	Name of president.	Faculty.				Students, by departments.						Property.						
		Staff of experiment station.		Men.		Preparatory.		Collegiate.		Post graduate.		All other departments of college or affiliated departments.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipments of agricultural and mechanical lands under cultivation.
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.					
Michigan State Agricultural College, Agricultural College, Michigan.	J. L. Snyder	16	34	1	0	0	373	41	9	2	0	0	19,212	4,000	500	47,320	\$451,323	
University of Minnesota, Minneapolis, Minn.	E. B. Johnson, registrar.	13	47	3	503	70	40	8	0	0	1,376	650	0	50,000	210	375,000	300,000	
Agricultural and Mechanical College of Mississippi, Agricultural College, Mississippi.	Stephen D. Lee	5	22	0	145	0	213	2	8	0	0	0	5,231	7,640	450	57,746	201,010	
University of Missouri (agricultural and mechanical department), Columbia, Mo.	R. H. Jesse	11	44	1	0	0	232	7	0	0	445	121	26,971	34,203	320	141,106	224,500	
School of Mines, Rolla, Mo.	Walter B. Richards	0	9	0	0	0	100	4	0	0	0	0	3,501	2,070	0	0	101,000	
Montana Agricultural College, Bozeman, Mont.	James Reid	4	11	5	27	16	52	41	0	0	5	33	2,700	2,000	170	10,000	20,000	
University of Nebraska (agricultural and mechanical department), Lincoln, Neb.	G. E. MacLean	18	43	10	67	6	294	47	33	7	0	0	35,000	0	0	50,000	50,000	
State University of Nevada (agricultural and mechanical department), Reno, Nev.	J. E. Stubbs	5	20	6	69	44	93	50	3	2	4	90	5,892	3,620	0	10,000	123,137	
New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	Chas. S. Murkland	10	21	0	0	0	67	19	2	0	37	9	4,600	2,000	28	20,500	230,851	
Rutgers Scientific School, New Brunswick, N. J.	Anstin Scott	8	29	4	100	35	111	0	2	0	55	0	34,560	5,000	97	0	0	
College of Agricultural and Mechanic Arts, Mesilla Park, N. Mex.	Samuel P. McCrea	8	13	3	48	23	34	22	1	0	25	3	3,079	750	100	10,000	64,500	
Agricultural College of Cornell University, Ithaca, N. Y.	J. G. Schurman	18	60	0	0	0	541	0	22	0	58	2	197,462	33,500	105	37,000	570,790	
North Carolina Agricultural College, Raleigh, N. C.	Alexander Q. Holladay	7	16	1	105	57	28	14	3	0	7	35	4,225	800	533	25,000	105,000	
North Dakota Agricultural College, Fargo, N. Dak.	J. H. Worst	7	63	1	0	0	397	12	5	0	437	168	22,199	2,000	200	200,000	735,000	
Ohio State University (agricultural and mechanical department), Columbus, Ohio.	James H. Canfield	7	10	1	33	39	48	11	0	0	0	0	3,400	0	160	5,000	37,000	
Oklahoma Agricultural College, Stillwater, Okla.	G. E. Morrow	7	19	4	0	0	181	126	4	7	0	0	3,600	2,000	120	14,250	25,000	
State Agricultural College of Oregon, Corvallis, Oreg.	Thos. M. Gatch	16	46	3	35	6	295	10	4	0	0	0	12,036	0	300	40,000	210,000	
Pennsylvania State College, State College, Pa.	George W. Atherton	12	19	6	0	0	99	46	7	2	0	0	5,660	5,600	40	15,000	175,535	
Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	J. H. Washburn	12	19	6	0	0	99	46	7	2	0	0	5,660	5,600	40	15,000	175,535	

Clemson Agricultural College, Fort Hill, S. C.....	12	25	0	200	0	248	0	9	0	0	0	0	2,500	500	400	26,280	140,000		
State Agricultural College of South Dakota, Brook- ings, S. Dak.....	11	17	4	45	19	183	71	3	0	0	0	0	5,815	9,215	200	9,250	93,300		
University of Tennessee (agricultural and mechan- ical department), Knoxville, Tenn.....	9	22	0	0	0	221	62	11	4	238	0	0	14,780	10,600	118	106,370	68,929		
Agricultural and Mechanical College of Texas, Col- lege Station, Tex.....	9	22	0	0	0	290	0	7	0	0	0	0	4,750	3,400	225	48,329	175,565		
Virginia Agricultural College, Blacksburg, Va.....	12	20	4	240	73	105	67	3	0	0	0	0	4,899	3,175	103	.....	145,000		
University of Vermont and State Agricultural Col- lege, Burlington, Vt.....	9	31	0	19	0	288	0	29	0	0	0	0	2,900	650	350	30,000	202,000		
Washington Agricultural College, Experiment Sta- tion and School of Science, Pullman, Wash.....	15	30	0	0	0	218	50	2	1	0	0	0	51,000	10,000	.....	10,000	70,000		
West Virginia University (agricultural and mechan- ical department), Morgantown, W. Va.....	9	22	1	94	43	117	48	0	0	170	8	4,036	1,836	236	15,000	101,600	.....	101,600	
University of Wisconsin (agricultural and mechan- ical department), Madison, Wis.....	9	22	0	134	0	211	40	.....	79	1	11,165	3,158	100	5,000	50,000	.....	50,000		
University of Wyoming (agricultural and mechan- ical department), Laramie, Wyo.....	9	42	0	0	0	411	3	19	0	804	413	48,500	12,000	70	12,500	1,100,000	.....	1,100,000	
Agricultural and Mechanical College, Normal, Ala.....	7	9	2	21	14	23	0	0	0	40	494	4,680	3,000	180	9,540	140,000	.....	140,000	
INSTITUTIONS FOR THE COLORED RACE.																			
Branch Normal College of Arkansas Industrial University, Pinebluff, Ark.....	0	5	8	105	112	83	100	0	0	0	0	0	2,500	1,000	130	10,000	11,189	.....	11,189
State College for Colored Students, Dover, Del.....	0	7	0	24	6	10	2	0	0	0	0	0	.....	.....	90	6,000	7,600	.....	7,600
Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.....	0	6	6	44	55	0	0	0	0	0	0	0	686	400	91	7,105	19,500	.....	19,500
Georgia Industrial College for Colored Youths, Col- lege, Ga.....	0	12	0	149	43	11	0	0	0	0	0	0	300	100	28	4,200	30,000	.....	30,000
State Normal School for Colored Persons, Frank- fort, Ky.....	0	2	1	6	0	12	13	0	0	49	72	717	166	5	1,850	8,000	.....	8,000	
Southern University and Agricultural and Me- chanical College, New Orleans, La.....	0	6	7	136	227	162	87	0	0	0	0	0	730	568	40	6,000	54,158	.....	54,158
Alcorn Agricultural and Mechanical College, West- side, Miss.....	0	14	0	308	10	36	0	0	0	0	0	0	2,980	4,520	80	2,500	145,000	.....	145,000
Lincoln Institute, Jefferson City, Mo.....	0	5	1	7	0	5	0	0	0	133	107	.....	.....	15	2,300	61,600	.....	61,600	
Agricultural and Mechanical College for the Col- ored Race, Greensboro, N. C.....	0	8	1	20	9	39	10	0	0	0	0	0	606	480	20	3,750	8,500	.....	8,500
Colored Normal Industrial and Agricultural and Mechanical College, Orangeburg, S. C.....	0	12	11	529	326	135	43	0	0	.....	.....	300	200	75	19,950	70,000	.....	70,000	
Prairie View State Normal School, Prairie View, Tex.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hampden Normal and Agricultural Institute, Hampton, Va.....	4	24	42	369	258	165	152	0	2	0	0	0	8,556	716	400	32,000	617,000	.....	617,000
West Virginia Colored Institute, Farm, W. Va.....	0	4	2	33	67	0	0	0	0	0	0	0	600	200	5	2,750	35,263	.....	35,263

a This may include some 32 students classed as "agricultural."

ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION.

Financial statistics for 1896-97 of institutions endowed by acts of Congress in 1862 and 1890 with public lands or a part of the proceeds arising from the sale thereof, or both.

Name of institution.	Balance on hand July 1, 1897.	Receipts.			Expenditures.			
		State aid by endowment and appropriation.	Federal aid—		Fees and all other sources.	Instruction in the subjects specified in section 1, act of August 30, 1890.	Experi-ment station.	Instruc-tion in all other depart-ments.
			From act of July 2, 1862.	From act of August 30, 1890.				
Alabama Polytechnic Institute.....	\$3,921	\$8,747	\$20,280	\$12,012	\$5,006	\$22,920	\$18,650	\$9,720
University of Arizona (agricultural and mechanical department).....	9,077	11,996	.....	22,000	898	21,032	15,000	5,751
Arkansas Industrial University.....	6,321	26,911	10,400	16,000	2,600	18,784	15,793	27,700
University of California (agricultural and mechanical department).....	2,144	247,194	43,619	22,000	61,373	77,124	14,748	150,394
Colorado Agricultural College.....	493	37,456	2,549	22,018	4,833	34,620	15,000	32,729
Storrs Agricultural College.....	55,526	25,000	.....	22,000	0	49,272	7,500	26,912
Delaware College.....	1,325	0	4,980	17,600	1,621	17,355	15,000	7,105
Florida Agricultural College.....	0	2,500	9,107	11,000	2,463	8,387	15,591	11,000
State College of Agriculture and Mechanic Arts, University of Georgia.....	829	0	16,954	14,667	0	25,367	15,000	6,254
University of Idaho.....	3,609	6,500	.....	22,000	340	25,032	15,000	4,900
Purdue University of Indiana.....	169,190	121,215	23,241	22,000	48,783	59,450	18,185	92,533
Iowa Agricultural College.....	0	58,563	17,000	22,000	29,553	51,516	16,986	64,716
Kansas Agricultural College.....	19,036	37,132	47,730	22,000	49,397	50,000	18,000	30,000
Kansas Agricultural College.....	0	18,100	28,550	22,000	11,269	51,321	17,045	17,379
Kentucky Agricultural and Mechanical College.....	423	32,429	0	18,810	1,927	25,413	18,844	27,611
Louisiana State University (agricultural and mechanical department).....	2,457	21,757	9,116	10,654	740	11,692	15,000	29,430
University of Maine.....	132	20,000	5,915	22,000	26,068	23,700	20,883	41,652
Maryland Agricultural College.....	579	9,000	6,142	22,000	35,757	27,644	15,000	11,608
Massachusetts Agricultural College.....	379	30,820	7,000	14,667	3,000	23,000	15,000	8,500
Massachusetts Institute of Technology.....	22,323	26,000	5,383	7,333	306,050	318,978	15,000	30,619
Michigan State Agricultural College.....	42,098	10,000	43,881	22,000	14,714	49,715	16,805	20,127
University of Minnesota.....	101,958	106,191	27,411	22,000	74,496	58,449	32,140	108,127
Agricultural and Mechanical College of Mississippi.....	0	22,500	5,915	10,217	14,586	30,282	15,000	21,991
University of Missouri (agricultural and mechanical department).....	185	0	16,100	20,804	5,023	40,049	16,723	16,318
School of Mines, Rolla, Mo.....	0	11,720	4,025	5,201	2,137	23,890	15,963	2,862
Montana Agricultural College.....	17,682	62,000	0	22,000	2,440	15,437	15,000	80,072
University of Nebraska (agricultural and mechanical department).....	2,289	123,572	(c)	22,000	9,500	75,000	15,000	80,072
State University of Nevada.....	30,389	5,080	5,080	22,000	312	21,232	15,000	8,670
New Hampshire College of Agriculture and Mechanic Arts.....	5,581	8,605	4,800	22,000	7,957	31,220	15,000	8,188
Rutgers Scientific School.....	0	0	6,644	22,000	21,170	19,900	15,000	29,914
College of Agriculture and Mechanic Arts, New Mexico.....	15,131	19,792	0	22,000	827	25,606	15,163	1,942
Agricultural College of Cornell University.....	40,074	0	34,429	22,000	506,068	292,833	14,168	d 192,063

ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION. 27

INSTITUTIONS FOR THE COLORED RACE.										
North Carolina Agricultural College.....	3,757	37,392	0	22,000	15,000	3,447	22,246	17,255	2,134	
North Dakota Agricultural College.....	514	118,907	32,952	22,000	0	26,554	80,426	0	e 48,508	
Ohio State University (agricultural and mechanical department).....	28,730	500	0	22,000	15,000	3,391	14,068	14,001	1,046	
Oklahoma Agricultural College.....	1,166	1,853	7,165	22,000	13,000	1,342	23,267	15,000	7,268	
State Agricultural College of Oregon.....	0	56,510	25,637	22,000	13,000	9,371	35,355	15,000	68,966	
Pennsylvania State College.....	32,227	53,000	1,919	22,000	15,000	6,000	20,973	15,000	12,000	
Rhode Island College of Agriculture and Mechanic Arts.....	22,100	60,000	5,754	11,000	15,000	3,512	26,609	15,000	0	
Clemson Agricultural College.....	333	5,900	0	22,000	15,000	8,038	25,449	15,000	1,500	
State Agricultural College of South Dakota.....	0	0	23,960	22,000	15,000	7,272	17,480	15,000	25,146	
University of Tennessee (agricultural and mechanical department).....	0	58,000	14,280	46,500	15,000	9,861	26,770	15,000	5,250	
Agricultural and Mechanical College of Texas.....	0	22,000	0	22,000	15,000	5,812	27,617	19,027	18,491	
Agricultural College, Logan, Utah.....	0	6,000	8,130	22,000	15,000	32,172	30,000	15,000	38,302	
University of Vermont and State Agricultural College.....	0	15,000	20,659	14,667	15,000	12,352	14,667	16,150	33,902	
Virginia Agricultural College.....	4	17,663	0	22,000	15,000	3,998	23,764	15,000	17,701	
Washington Agricultural College, Experiment Station, and School of Science.....	17,765	38,000	6,708	17,000	15,000	11,291	18,723	20,238	37,958	
West Virginia University (agricultural and mechanical department).....	0	195,000	16,000	22,000	15,000	152,000	128,500	27,000	45,350	
University of Wisconsin (agricultural and mechanical department).....	4,033	7,502	0	22,000	13,000	1,371	21,463	15,596	5,167	
INSTITUTIONS FOR THE COLORED RACE.										
Alabama.....	0	4,000	0	9,988	0	16,898	8,513	0	2,219	
Branch Normal College of Arkansas Industrial University.....	0	4,000	0	4,400	0	0	3,240	0	2,268	
Delaware College for Colored Students.....	1,025	0	7,973	11,000	0	324	7,500	0	0	
Florida Normal and Industrial College for Colored Students.....	4,045	0	0	7,353	0	445	7,028	0	5,021	
Georgia Industrial College for Colored Youths.....	184	5,000	0	3,190	0	2,240	2,747	0	6,806	
Kentucky Normal School for Colored Persons.....	210	9,000	0	113,400	0	230	11,446	0	9,339	
Southern Normal and Agricultural and Mechanical College, Louisiana.....	141	14,000	5,679	6,815	0	0	f 13,083	0	0	
Alcorn Agricultural and Mechanical College.....	859	10,000	0	1,196	0	0	1,240	0	92	
Lincoln Institute.....	0	13,000	3,809	11,000	0	6,838	6,838	0	2,824	
North Carolina Agricultural and Mechanical College for the Colored Race.....	0	0	0	7,713	0	0	13,116	0	3,612	
Colonial Normal Industrial, Agricultural, and Mechanical College of South Carolina.....	0	0	10,329	7,333	0	176,830	206,311	0	500	
Piedmont Normal School.....	1,017	13,830	0	5,000	0	273	4,025	0	0	
Hampton Normal and Agricultural Institute.....	0	0	0	0	0	0	0	0	0	
West Virginia Colored Institute.....	0	0	0	0	0	0	0	0	0	

a Largely sales of produce from creamery and farm, etc.

b \$100,000 bonds issued by State secured by college lands.

c Included in preceding column.

d Other expenditures were \$14,842. In great institutions, such as Cornell, it is very difficult to separate what is not covered by the act of August 30, 1890, from what is covered by that act. To oblige this Bureau, however, Cornell and other institutions have endeavored to make the division.

e Does not include \$200,283 for all other expenses, including as such the cost of a building, for which \$148,072.25 had been borrowed.

f From treasurer's report.

28 ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION.

Publications of the Office of Education during the year ending June 30, 1898.

Annual Report for 1895-96, Vol. 1.....	20, 000
Annual Report for 1895-96, Vol. 2.....	20, 000
Annual Statement of the Commissioner for 1897.....	2, 000
Statistics of Public Libraries, reprint.....	1, 000
Education in Alaska, reprint, 1896.....	1, 000
Documents Illustrative of American Educational History, reprint.....	1, 150
Digest of Public School Laws, reprint.....	1, 150
Report on Appropriations for Education in Alaska, reprint.....	1, 000
Education and Patho-Social Studies, reprint.....	1, 000
Reindeer Report (Alaska), 1897.....	1, 000
Art and Industry, Part III.....	2, 250
Examinations and Promotions in Graded Schools, reprint.....	1, 000
Sunday Schools, reprint.....	1, 040

CIRCULARS OF THE HISTORICAL SERIES AWAITING PUBLICATION.

History of higher education in West Virginia, Kansas, Mississippi, Vermont, Nebraska, Maine, and Arkansas.

OTHER CIRCULARS AWAITING PUBLICATION.

History of Normal Schools, Bibliography of Writers on Education, Arithmetical Text-Books, Schoolhouse Sanitation, Physical Training, Educational Benefactions, Education and Crime.

History of the Origin of Educational Movements and Institutions and their Promoters, Rise of State Systems, Universities in the Middle Ages, History of Art Education.

WITH THE PUBLIC PRINTER.

One volume of the Art and Industry Report (Part IV) is now in the hands of the Public Printer and will be ready for distribution in the autumn of 1898. Three circulars of information, the histories of higher education in Louisiana, Missouri, and New Hampshire will also be issued within a few months.

EDUCATION IN ALASKA.

During the year there have been maintained in Alaska 18 day schools under the immediate supervision of this office, with 20 teachers and an enrollment of 1,216 pupils.

For several years a school has been needed on Wood Island, in the harbor of Kadiak. Arrangements are now in progress to secure a school building at that point. Urgent requests for schools have been received from several of the new mining settlements. Hitherto the mining population has been of such a fluctuating character that it has not seemed advisable to make permanent investments in school buildings at these places.

In July, 1894, Mr. V. C. Gambell, of Wapello, Iowa, was appointed to open a Government school on St. Lawrence Island, Bering Sea. For three years Mr. and Mrs. Gambell did faithful, efficient work among the half-civilized natives on that barren island, with no communication with the outside world during eight months of the year. In August, 1897, they returned to Iowa in order that Mrs. Gambell might receive necessary medical treatment. Mrs. Gambell's health having been restored, they decided to return to their work on St. Lawrence Island, leaving Seattle May 19 on the sailing vessel *Jane Grey*. Off Cape

Flattery a gale was encountered, and at 2 o'clock of the morning of the 22d the alarm was given that the vessel had sprung a leak and was sinking. Twenty-six persons succeeded in embarking in a launch and subsequently reached Vancouver Island and were saved. In ten minutes after the alarm was given the *Jane Grey* sank, taking with her Mr. and Mrs. Gambell and about 30 other passengers.

INTRODUCTION OF REINDEER.

Herds of reindeer.—The latest definite statement with regard to the number of reindeer in the five herds in western Alaska is that of September, 1897, as follows: one at the Teller Station, Port Clarence, numbering 525; one at Cape Prince of Wales, a mission station of the Congregational Church, numbering 367; one at Cape Nome, in charge of three experienced Eskimo apprentices, numbering 278; two at Golovin Bay, one in charge of the Swedish mission station and the other for the St. James Episcopal mission station on the Yukon, together numbering 296, making a total of 1,466 head, of which 799 are the property of the Government.

The following tables show in a brief form the history and condition of the reindeer herds:

Number and distribution of domestic reindeer in Alaska June 30, 1897.

Location of herds.	Old deer.	Fawns.	Total.
Government herd, Teller Station, Port Clarence	343	126	469
Cape Nome herd, in charge of native Charlie, Antisarlook	193	85	278
Golovin Bay herd (Swedish mission)	70	40	110
Golovin Bay herd (for Episcopal mission)	69	40	109
Cape Prince of Wales (Congregational mission)	243	124	367
Tavotuk, apprentice at Teller Station	15	11	26
Sekeogluk, apprentice at Teller Station	7	5	12
Wocksock, apprentice at Teller Station	4	2	6
Ahlook, apprentice at Teller Station	3	2	5
Electoonna, apprentice at Teller Station	4	3	7
Moses, apprentice at Golovin Bay	20	11	31
Martin, apprentice at Golovin Bay	12	7	19
Okitkon, apprentice at Golovin Bay	10	5	15
Tatpan, apprentice at Golovin Bay	7	5	12
Total	1,000	466	1,466

Increase from 1892 to 1897.

	1892.	1893.	1894.	1895.	1896.	1897.
Total from previous years		143	323	492	743	1,003
Fawns surviving		79	145	276	357	469
Purchased during summer	171	124	120	123		
Total, October 1	171	346	588	891	1,100	1,466
Loss	28	23	96	148	100	
Carried forward	143	323	492	743	1,000	

Number of reindeer that have been lent by the Government to missionary societies and natives, the Government reserving the right after a term of not less than three years to call upon the mission station or individual for the same number of deer as composed the herd loaned:

	Deer.
August, 1894, to the Congregational Missionary Society's Station at Cape Prince of Wales	118
February, 1895, to Eskimo Charlie and 3 native assistants	112
January 16, 1896, to the Swedish Mission Station at Golovin Bay	50
January 16, 1896, to the St. James Episcopal Mission Station, Yukon River	50
Total	330

Siberian purchasing station.—In 1892 the importation of domestic reindeer from Siberia into Alaska was undertaken in order to provide a reliable food supply for the Eskimo. The herding of reindeer and the employment of the draft animals in the transportation of persons and freight during the winter time should furnish a permanent means of support for the native population of arctic Alaska. Hitherto the importation of deer has been confined to the five or six weeks during the summer when Bering Sea and the adjacent coasts are free from ice, the average annual importation being 134. In order to procure deer from Siberia in larger numbers, with the permission of the Russian Government and with the approval of the Secretary of the Interior, in July, 1897, a purchasing party consisting of Mr. John W. Kelly, who has spent many years in arctic Alaska, and two assistants was stationed at St. Lawrence Bay, on the Siberian coast a short distance south of Bering Strait. Mr. Kelly has not as yet been able to send the report of his work, but Dr. Sheldon Jackson, writing from St. Michael, July 16, states that it is rumored that 800 deer are at St. Lawrence Bay ready for transportation to Alaska as soon as ice conditions will permit.

Relief of miners.—During the summer of 1897 the water in the Yukon fell to a very low stage. Large quantities of provisions were landed at St. Michael by the ocean steamers, but owing to the low water the river steamers could not distribute these supplies among the mining settlements on the upper Yukon. With the approach of winter it appeared that these settlements would be subject to great hardship in consequence of lack of food. In order that the Department of the Interior might be in a position to relieve the distressed miners, should occasion require, by direction of the Secretary of the Interior the acting superintendent of the Teller reindeer station was directed to assemble all of the available reindeer trained to harness, teamsters and sleds, and to report to Col. G. M. Randall, commanding the United States military post at St. Michael, in order to transport supplies to Dawson, if necessary. No report has as yet been received with regard to this expedition.

Relief of whalers.—In November, 1897, information was received that eight whaling vessels with crews aggregating about 400 had been caught in the ice in the vicinity of Point Barrow and that the men were in danger of starvation. A relief expedition was dispatched by the United States Revenue-Cutter Service. Instructions were issued to the relief party to effect a landing and to proceed to Cape Prince of Wales, secure the services of Mr. W. T. Lopp, a Congregational missionary, borrow the herd at that station, also the herd in charge of an Eskimo, Antisarlook, at Cape Nome, and with these proceed to Point Barrow to the relief of the imprisoned whalers. Complying with these instructions, it appears that Lieutenant Jarvis, Lieutenant Bert-

half, and Surgeon Call were safely landed near Cape Vancouver on December 17. The revenue steamer *Bear* then returned to Dutch Harbor, Unalaska Island, for the winter. The relief party reached St. Michael on December 30 and Cape Prince of Wales, on Bering Strait, January 24. Mr. Lopp and Antisarlook, with upward of 300 deer, joined the expedition. Point Hope was reached on March 5 and Point Barrow on March 29, completing the arduous overland journey of about 1,500 miles. It was found that there was sufficient food at Point Barrow to last the whalers until August, continuing the careful allotment of provisions. Two cases of scurvy were reported and one man had been frozen to death.

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Specialist in education as a preventive of pauperism and crime.—Arthur MacDonald.

Clerk of class 4—Agricultural college clerk.—Wellford Addis, Florida.

Clerk to commissioner.—Charles E. Waters, Rhode Island.

Division of correspondence and records.—Mrs. Harriette F. Hovey, Illinois; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Mrs. E. V. D. Miller, Mississippi; Mrs. R. L. Foot, South Carolina.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Frederick E. Upton, New Jersey; James C. Boykin, Georgia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Stephen B. Weeks, North Carolina; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; James H. Blodgett, Illinois; Miss Bertha Y. Hebb, Alabama; Miss Margaret S. Getty, Ohio; John D. Marshall, Delaware.

Division of international exchange.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Frances Graham French, Maine; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. A. N. Chalker, New York.

Division of the library and museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Mrs. Lucia J. K. Clark, Minnesota; Miss Sophie Nussbaum, New York; Mrs. Aduella P. Bryant, Tennessee; John E. Patton, North Carolina.

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania.

32 ANNUAL STATEMENT OF COMMISSIONER OF EDUCATION.

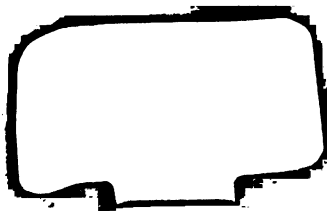
Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; Charles G. Porterfield, Ohio; Lemuel R. Via, Virginia; George W. Cole, District of Columbia; Greene S. W. Lewis, Kansas.

All of which is respectfully submitted.

W. T. HARRIS,
Commissioner of Education.

Hon. CORNELIUS N. BLISS,
Secretary of the Interior.

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[Whole Number 189]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

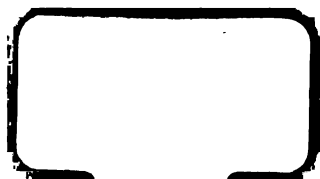
SECRETARY OF THE INTERIOR.

U. S. Bur. of Ind.

1891.

W. T. HARRIS,
COMMISSIONER.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1891.



[*Whole Number 180*]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR.

1891.

W. T. HARRIS,
COMMISSIONER.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1891.

ANNUAL STATEMENT
OF
THE COMMISSIONER OF EDUCATION,

FOR THE YEAR 1890-91.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 1, 1891.

SIR: I have the honor to submit the following report of the operations of this Office for the fiscal year ending June 30, 1891:

As described in my last report the work of the Bureau is organized into four divisions:

- a. The Division of Correspondence and Records;
- b. The Division of Statistics;
- c. The Division of Library and Museum;
- d. The Division of International Exchange—for the comparative study of national school systems.

Pursuing the line of policy adopted and put into successful operation by my predecessors in this Office—Dr. Henry Barnard, Gen. John Eaton, and Col. N. H. R. Dawson—I have endeavored to make this Bureau useful to the nation at large by collecting accurate and pertinent statistical information regarding the existing condition of education at home and abroad, with special attention to new experiments inaugurated along the lines of school organization and methods of instruction.

This is in accordance with the letter and spirit of the act of Congress creating this Bureau. The American people believe in local self-government, and do not contemplate now or in future to establish a centralized control of education. But they have provided in this Bureau a central agency to collect and distribute such information as will give to all citizens a just and profitable survey of the working of our educational institutions. Such a function can be performed only by the General Government, and it is evident that this function, instead of limiting State and local control over schools, on the contrary reinforces such local control by increasing enlightened directive power in all parts of the nation.

So long as the General Government uses its exceptional facilities for collecting and diffusing information, it increases local self-government, the object of all secular concerns dearest to the American heart. By this means local self-government is also rendered as safe as a pyramid on its base. For where each and every State and local authority is enlightened by a complete survey of the educational systems in operation

in all sections of the Union and in the various other nations of the Western and Eastern Continents, a wise approximation of methods and an adaptation to the needs of each locality of whatever is good in all, may be secured. By this process a harmonious system is sure to arise. A dead uniformity in our educational system is not desired, for all recognize the necessity of modifications to meet the wants of special localities. Enlightened directive power existing in the local authorities can secure a deeper unity than such dead uniformity, for it can produce harmony among independent and individualized systems.

It has been said that this Bureau should not only collect statistics, but should do all that is possible to make them useful by systematic arrangement and interpretation. With this end in view, my predecessors have studied to sift and classify the various items of information, and to give to them the desired completeness. Many of the national systems of education in Europe are very recent in their origin, and consequently in a state of rapid change and progress. It has become possible only within a short period to study the objects and aims of these educational systems. During the past year the specialists of the Bureau whose work is the comparative study of national systems of education have completed several concise statements intended to exhibit in their present working form the systems of some of the most important countries of Europe. This work will go on during the year just now beginning, and it is hoped to complete a practical survey of education in all parts of the world. The object of these statements is to seize exactly those items which show the different methods in vogue for securing the several results deemed desirable. I have printed these statements in my first Annual Report, prepared for the year 1888-89, now in press, and to be distributed early in the present fiscal year. There is no doubt that the first attempts of the Bureau to seize the salient features of national educational systems will be found defective in many particulars. Such a result is inevitable, but it is necessary to run this risk in order to reap the solid benefits which come from a rational study of statistics. In all branches of science it is known that comparative study, that is to say a comparison of one order of beings with another, is very fruitful and suggestive. The physiology of man has been compared with that of various orders of the lower animals and with plants. This comparative study has led to an insight into the order of historical development and into the idea of arrested growth and of survival of lower stages of development in more advanced epochs. This study is very profitable in education; in fact, the school has to deal very often with children whose growth has been arrested at some low stage and fixed at that point. Much of the difficulty in dealing with the problem of the slums in our fast growing cities is due to this circumstance. The infant born in the haunts of poverty and crime, and obliged at an early age to provide for himself as regards food, clothing, and shelter, soon manifests great precocity in these things, but suffers arrested development along the lines of the higher faculties, which give him insight into science and literature and other humanizing disciplines.

It is one of the great problems of education to remove the child nature out of this partial paralysis into a state of growth and development, making it again susceptible to higher influences.

Not only do the artificial conditions of society, which manifest their influence in the production of poverty and crime, have this effect to arrest the growth of children at lower stages of development, creating the street "ganin" and that species of human wharf-rat that is found in London and New York, but even the educational systems wrought out by enlightened

statesmen or by experienced teachers themselves have analogous effects in arresting spiritual growth at certain stages, not the highest. One may instance for example excessive memory culture, which may have the good effect of educating children to respect traditions and to follow manners and customs prescribed by others. A nation that lays great stress on mechanical obedience on the part of its citizens finds it necessary to prepare its people for this object by much memory work in its schools. Such memorizing produces arrested development of the imagination and of the thinking power, as has often been remarked. Again, a too early and too persistent training of the mathematical faculties—a study of arithmetic—gives a tendency to neglect qualitative for quantitative relations, and arrests the development of those powers of observation which contemplate purposes, motives, instincts, and desires, in short, the features which characterize living objects—plants, animals, and men.

I bring in these somewhat technical and *doctrinaire* illustrations in order to introduce here the mention of the most valuable outcome of the studies of the Bureau during the past year. The difference between education systems of the English-speaking peoples and those of other nations of the world, in particular of the Romanic peoples, already makes itself apparent in the studies made in the preparation of the statements above mentioned. It has been found that the English-speaking peoples lay so much stress on local self-government—which is their contribution to the history of the world—that they refuse altogether to begin their education systems from the national center as a basis. They do not prescribe a uniform model, nor attempt a national direction of the whole movement. But they begin by encouraging local effort and by stimulating the schools already existing. By degrees they add supervision, partly national, partly local; but the main object and aim is always to develop local undertakings and local management.

With a view to study more systematically the educational appliances invented in various parts of the world to cure or to prevent that dangerous development of the weakling classes of society—paupers, insane, and criminals, which grow apace with the rapid increase of cities—I have availed myself of the opportunity created by the last Congress, and obtained a specialist, who is to devote most of his time to the study of this subject. The well-known scheme of Mr. Booth in East London, and the remarkable university settlement of Mr. Toynbee in the same place and widely imitated in the great cities of English-speaking peoples, have given an impulse to a variety of promising experiments. There is no field of greater interest than this at the present open for the collection of statistics and a judicious comparison of the same.

The following exhibits give the statistical details regarding the work in the four divisions of the Bureau above mentioned:

I.—DIVISION OF CORRESPONDENCE AND RECORDS.

The chief clerk in charge.

Correspondence:		Documents:	
Letters received.....	11,492	Documents sent out.....	109,000
Letters sent.....	9,942	Documents received by mail...	25,675
Acknowledgments of documents received.....	19,780	Documents received from Government Printing Office.....	33,000
Acknowledgments of documents sent.....	12,741	Documents handled.....	167,675
Mail matter in letter form handled.....	53,955		

An increase over the previous year of more than 2,400 letters sent may be noted, while the inability of the Government Printing Office to take up and print the large number of circulars of the Bureau which were ready for publication has caused a marked decrease in the number of documents received and sent out as compared with the previous year.

II.—STATISTICAL DIVISION.

WESTON FLINT, *statistician, in charge.*

Statistical forms sent.....	26,731	Catalogues labeled and arranged.....	167
Supplementary forms sent.....	2,958	Pages cyclostyle work.....	70
Circular letters sent.....	7,315	Statistical tables—	
Reminder cards sent.....	6,558	Arranged.....	17
Letters written with reports.....	529	Verified.....	6
Returns tabulated.....	4,777	Circulars arranged.....	710
Index cards made.....	4,617	Special addresses.....	9,122
Returns examined.....	11,144	Statistical record examined.....	60
Slips addressed.....	3,346	School reports examined.....	40
Special tables made.....	79	Reports upon agricultural col-	
Reports indexed.....	951	leges made.....	42
New address list.....	2,175	Schools computed.....	4,876
Pages copied.....	339	Pages of manuscript—	
Pages typewriting.....	1,436	Written special.....	320
Proof reading:		Examined.....	210
Galleys read.....	1,560	Revised.....	5,513
Galleys revised.....	1,522	State compulsory laws compiled	
Pages read.....	2,421	(States).....	37
Pages revised.....	2,329	Cards catalogued.....	1,747
Slips and cards indexed.....	872	Special diagrams.....	3
State lists secondary schools.....	38	Books catalogued.....	350
Cards arranged.....	6,806		

III.—INTERNATIONAL EXCHANGE DIVISION.

L. R. KLEMM, *Specialist.*

I.—International exchange.

Home journals examined (educa-	1,239	Addresses of foreign correspond-	1,566
tional).....		ents entered.....	
Foreign journals examined (educa-	5,495	Articles read in search for special	764
tional and other).....		topics.....	
Pages of lists of journals.....	94	Pages of special correspondence...	39
Index and topic cards made.....	4,396	Files examined.....	68
Batches clipped.....	859	Tables made and revised.....	359
Pages of scrap-books filled.....	340	Diagrams drawn (full and double	
Index and topic cards revised....	1,820	page).....	32
Letters sent to educational jour-	496	Book reviews and synopses.....	73
nals.....		Pages dictated.....	196
Pages of letter-press copy taken..	953	Articles arranged for files.....	473
Pages of items of information trans-		Articles classified.....	1,283
lated or copied.....	551	Pages of lists of societies (foreign)	24
Written inquiries made.....	122	Galleys of proof read.....	241
Inquiries answered in writing....	260	Pages of proof read (about).....	1,000
Inquiries answered orally (to call-	173	Slips addressed and labels prepared	816
ers).....		Lectures given on educational sub-	
Pages of book orders prepared.....	195	jects.....	70
Book lists prepared for universities	25	Pages of computation.....	91
Foreign letters translated.....	80	Books kept, with number of entries	
Pages of notes made in examining		(about).....	1,500
foreign matter.....	101		

The foregoing involves miscellaneous work, such as copying manuscript, cards, typewriting, comparing, holding copy, writing from dictation, classifying catalogue cards, making labels, filing journals and papers, etc,

II.—*Research, revision, and composition.*

Books and pamphlets on education examined.....	2,137	Pages of articles briefed.....	730
Pages of printed matter (other than books).....	750	Tables made.....	78
Pages of manuscript examined....	1,600	Pages of translations made.....	1,430
Tables, files, and catalogues examined.....	500	Pages of composition (for Annual Report, etc.).....	1,230
Pages of manuscript revised.....	3,468	Pages of computation (for statistics) about.....	500

III.—*Library work.*

See report of the librarian, sections II, III, and IV.

IV.—LIBRARY AND MUSEUM DIVISION.

H. PRESNELL, *Librarian in charge.*

I.—*The general library.*

1. Books and pamphlets received, entered, catalogued, and numbered.....	1,900
Duplicates numbered and stamped.....	1,500
2. Catalogue cards.....	4,740
Bibliography cards.....	2,000
Index cards.....	1,300
Order cards.....	75
3. Weekly bulletins of books received.....	52
4. Loans.....	300
5. Periodicals entered.....	6,000

II.—*German section.*

1. Books and pamphlets received, entered, catalogued, and numbered.....	1,210
Pamphlets exchanged with Medical Museum.....	509
2. Catalogue cards.....	5,025
Order cards.....	308
Bibliography cards.....	3,493
Index cards.....	620
3. Weekly bulletins of books received.....	40
4. Loans.....	178
5. Entered periodicals.....	1,241

III.—*English and French section.*

1. Books and pamphlets received, entered, catalogued, and numbered.....	577
2. Catalogue cards.....	1,988
Bibliography cards.....	700
Index cards.....	926
Order cards.....	1,564
3. Weekly bulletins of books received.....	15
4. Loans.....	100
5. Periodicals entered.....	760

IV.—*Danish, Italian, Norwegian, and Spanish section.*

1. Books and pamphlets received, entered, catalogued, and numbered.....	350
2. Catalogue cards.....	500
Bibliography cards.....	175
Order cards.....	100
Index cards.....	450
3. Weekly bulletins of books received.....	10
4. Loans.....	150
5. Periodicals entered.....	1,040

V.—Summary.

1. Total additions	4,037
Total duplicates numbered	1,500
2. Total catalogue cards	12,253
Total bibliography cards	6,368
Total index cards	3,146
Total order cards	2,047
3. Total weekly bulletins	117
4. Total loans	728
5. Total periodicals entered (pieces)	9,353
1. Total number of volumes in library	43,500
2. Total number of pamphlets in library	120,000

The addition of college and school catalogues, pamphlets, etc., has averaged over 25 per day. These have been stamped and filed, but not numbered. The index to Bureau publications has been revised and brought down to date. One thousand four hundred and fifty pages of manuscript for a catalogue of the books on pedagogy now in the library have been prepared for incorporation with the general index to *Barnard's American Journal of Education*. Three hundred and twenty-nine volumes have been sent to the bindery. Mention has been made of the duplicate volumes numbered and stamped, but these do not include books and pamphlets intended for distribution.

PUBLICATIONS OF THE BUREAU.

During the past year there were received from the Government Printing Office and distributed the following publications:

Circular of information No. 3, 1890: *The Teaching and History of Mathematics in the United States*, by Florian Cajori, M. S.; 400 pages; 20,000 copies.
A preliminary report on the Introduction of Reindeer into Alaska, by Rev. Sheldon Jackson, D. D., general agent; 15 pages; 2,000 copies.

This unusually small number of documents issued was due partly to the vast amount of Congressional printing, which constantly occupied the Government presses, and partly to the limited printing fund of the Interior Department, from which it was possible to allow this Bureau only \$5,890.50, instead of the \$20,000 estimated for.

The Government Printing Office was able to put in type, but not to give to the press, a circular of information entitled *History of Higher Education in Indiana*, by Prof. J. A. Woodburn, which extends to 200 pages, and of which 20,000 copies have been ordered. Several circulars which were sent to the Printing Office were returned, through inability to take them up.

Therefore at the close of the year this Office had on hand ready for the printer an unusually large number of circulars, viz:

Rise and Growth of the Normal-School Idea in the United States, by Prof. J. P. Gordy, of Ohio.
Part of Report on the Educational Exhibit at the Paris Exposition of 1889, by Prof. W. H. Widgery, of England.
Report on the Fourth International Prison Congress, St. Petersburg, Russia, by C. D. Randall, Esq., of Michigan.
Report on Education in Alaska for 1889-90, by Rev. Sheldon Jackson, general agent.
Circular on the Teaching of Biology in the United States, by Prof. J. P. Campbell.
Circular on Kindergarten Instruction in Europe, by Prof. W. N. Hailmann.
Circular on Examinations and Promotions in the Public Schools, by Dr. Emerson E. White.

Circular on the National Educational Association of the United States, by Prof. Zalmou Richards.
Circular, a List of American Arithmetics, with biographical notes of authors, by Prof. J. M. Greenwood.
Circular on Sanitary Conditions for Schoolhouses, by Dr. A. P. Marble.

Also the following numbers of the series of Contributions to American Educational History, edited by Prof. H. B. Adams, of Johns Hopkins University, viz :

Higher Education in Ohio, by Prof. George W. Knight and Prof. John R. Commons.
Higher Education in Michigan, by Prof. Andrew C. McLaughlin.
Higher Education in Massachusetts, by Prof. George Gary Bush.
Higher Education in Connecticut, by Mr. Bernard C. Steiner.
Higher Education in Nebraska, by Prof. H. W. Caldwell.
Higher Education in Delaware, by Prof. L. J. Powell.
Higher Education in West Virginia, by Prof. A. R. Whitehill.
Higher Education in Maryland, by Mr. Bernard C. Steiner.
Higher Education in Mississippi, by Prof. Edward Mayes.
Higher Education in Missouri, by Prof. M. Snow.
Higher Education in Louisiana, by Col. Wm. Preston Johnston.
Higher Education in Rhode Island, by Prof. George Gary Bush.

The remaining numbers of this series, which will include a history of higher education in every State of the Union, are advancing toward completion in the hands of carefully selected students and writers.

Circulars of information which had not been delivered at the close of the year were in course of preparation for the Bureau, by several gentlemen, as follows:

On University Extension, by Dr. Herbert B. Adams.
On Physical Training in American Colleges, by Dr. Edward Mussey Hartwell.
On the Growth and History of Normal Schools, by Dr. M. A. Newell.
On Spelling Reform, by Prof. Francis A. March.
On the History, Practice, and Literature of Shorthand, by Mr. J. E. Rockwell.
On Documents illustrating the Educational History of the United States, by Prof. B. A. Hinsdale.
On Women in the Educational Movement in the South, by Dr. A. D. Mayo.
On The Higher Schools of Prussia, and the School Conference of 1890, by Mr. Charles Herbert Thurber.
On Instruction in English in Secondary Schools, by Prof. Samuel Thurber.
On Instruction in English in Colleges, by Prof. F. N. Scott.
On Benjamin Franklin and the University of Pennsylvania, by Prof. Francis N. Thorpe.
An Index to Educational Literature, by Mr. Reuben H. Fletcher.
Rules for a Dictionary Catalogue for Libraries (third edition, with an index), by Mr. C. A. Cutter.

This exhibit will emphasize the request for a more liberal allowance for printing. As I have shown above, this Bureau is not established to exercise a centralized control in the management of educational institutions, but solely to increase local self-direction by collecting and digesting for it the records of educational experience throughout the world, and thereby contributing to its enlightenment. The entire usefulness, therefore, of the Bureau of Education depends directly on what it prints and publishes. This is not so much the case with any of the other offices connected with your Department, which may perform their functions without advertising them to the people, but the Bureau of Education must diffuse its information among the teachers of the land, or else it does not accomplish its function of enlightening the local self-direction of education. I therefore particularly ask your favorable consideration of my estimate of \$30,000 for the general printing of the fiscal year 1892-93, recently submitted; and your special indorsement of my request for a separate specific appropriation of \$20,000 to continue the valuable series of educational histories of the several States.

Respecting these historical monographs, I said in my report a year ago:

This series was projected by my predecessor in this Office, Hon. N. H. R. Dawson, and reflects great credit on his sagacity. By economizing other expenditures from the appropriations of the Bureau for the collection of statistics and the distribution of documents, he succeeded in setting apart sufficient money to engage competent persons, working under the supervision of Professor Adams, for the preparation of all the volumes required to complete the list of the States.

National education does not begin, as is sometimes supposed, with primary education, but with higher education. The first education was that of the princes and the clergy. Finally, the diffusion of the democratic ideas contained in Christianity makes education a gift to all men. The history of higher education in the several States affords the needed clew to the beginning of our present widely extended system of common schools. The publication of that history by this Bureau is having an excellent practical effect for good, for it is doing much to secure the necessary coöperation of the large body of highly cultured and influential men who hold in their hands the education of colleges and universities, and who are, by the very nature of the work they have in hand, somewhat skeptical in regard to the usefulness of higher institutions or bureaus that are directly controlled by the State or National Government, it being supposed that party politics makes such governmental control uncertain in its policy and liable to be influenced by other than disinterested motives.

There has been noticed, especially in the South, the appearance of a much increased interest in educational history as a consequence of the publication of these State monographs. This interest has shown itself in other historical contributions, published in newspapers and periodicals and in the form of pamphlets and volumes. There has never before been so much spirit of coöperation with this Bureau as now.

EDUCATION IN ALASKA.

By a revision of the rules and regulations for the conduct of schools and education in the district of Alaska, approved by the Secretary of the Interior April 9, 1890, a new system of school government for Alaska was inaugurated.

Under the supervision of the Territorial board of education, created by a code of rules approved and promulgated by the Secretary of the Interior, June 15, 1887, the schools in Alaska had prospered and progress had been made. But from the fact that the schools in western and northern Alaska can communicate more frequently and more directly with this Bureau than with Sitka, from the difficulty of securing meetings of the board at regular intervals owing to lack of means of transportation, and with the view of interesting a larger number of the citizens of Alaska in their school system, it was deemed advisable to establish local school committees in the various villages in lieu of one central board. Committees have accordingly been appointed in every important village of Alaska where suitable men could be found to serve, as follows:

Sitka: Edward de Groff, N. K. Peckinpugh, John G. Brady.
 Juneau: Karl Koehler, John G. Heid, Eugene S. Willard.
 Douglas: P. H. Fox, G. E. Shotter, S. R. Moon.
 Wrangell: Wm. G. Thomas, Wm. Millmore, Allan Mackay.
 Jackson: James W. Young, W. D. McLeod, G. Loomis Gould.
 Metlakatla: D. J. Leask, Dr. W. Bluett, William Duncan.
 Kadiak: N. Kashavaroff, Henry Bowen, Charles Brown.
 Unga: N. Guttridge, John Caton, Edward Cashel.
 Unalaska: N. S. Reesoff, N. B. Anthony, Rudolph Neumann.

It was also deemed advisable to secure the services of Governor Lyman E. Kuapp and Judge John S. Bugbee as counselors of the Bureau of Education, in matters pertaining to education in Alaska.

For purposes of supervision the Territory of Alaska has been divided into 3 school districts: the Sitka district, comprising all southeastern Alaska, with an area of 28,980 square miles; the Kadiak district, com-

prising the region from Mount Saint Elias westward to Zakharoff Bay, with an area of 70,884 square miles; the Unalaska district, comprising the region from Zakharoff Bay westward to the end of the Aleutian Islands and northward to the Arctic Ocean, with an area of 431,545 square miles—the largest school district in the world.

The extension and growth of the school work in northern, western, and central Alaska (from 1,200 to 3,000 miles distant from Sitka by sea) has necessarily taken much of the time of the general agent, which had previously been largely given to the southeastern section.

That the Sitka district might not suffer from this absence of the general agent in western Alaska, but continue to have the constant presence and supervision of a representative of this Bureau, the Secretary of the Interior appointed the Hon. James Sheakley, of Fort Wrangell, Alaska, superintendent of schools for the southeastern district.

Judge Sheakley has been continuously in the field during the year, and has given an efficient personal attention to the work, visiting each school at least once.

In the Kadiak and Unalaska districts, until the schools become more numerous and the means of communication more frequent, the general agent of education in Alaska, to whom is given the personal charge and supervision of the Alaska school system, will perform the duties of district superintendent.

Owing to the growth of the work it was deemed advisable to employ at the Bureau of Education a person to be known as the assistant agent, whose duties should be, under the direction of the general agent, to attend to the Alaska correspondence, to take care of the Alaska files, to keep the accounts with the Alaska fund, and to prepare Alaska papers, vouchers, etc., for submission to the Commissioner of Education. Mr. William Hamilton, of Pennsylvania, was appointed to this position.

In the extension of the school system over all Alaska a commencement has been made within the Arctic Circle, schools having been established at Point Barrow, Point Hope, and Cape Prince of Wales, the three principal villages on the Arctic coast of Alaska. The great distance of the Unalaska district from the Bureau of Education, portions of that region having communication with the outside world but once a year, has led to the policy of making contracts with missionary associations for the conduct of schools in that section. In these schools the missionary societies share with the Government the expense and the responsibility.

In the establishment of these Arctic schools the coöperation of well-known and responsible missionary organizations was invited, with the result that the American Missionary Association of the Congregational Church took charge of the school at Cape Prince of Wales, the Domestic and Foreign Missionary Society of the Protestant Episcopal Church assumed the control of the school at Point Hope, and the Home Missionary Society of the Presbyterian Church contracted for the maintenance of the school at Point Barrow.

Through the courtesy of the Secretary of the Treasury permission was granted the general agent to accompany the Government vessels on their annual cruise to the Arctic, and the commanders were instructed to render whatever assistance might be in their power. Accordingly, early in May Dr. Jackson started for the Arctic on the United States Revenue Marine steamship *Bear*, Capt. M. A. Healy commander.

On the 4th of July, 1890, the *Bear* dropped anchor in the roadstead off the village of Kingegan, Cape Prince of Wales. "That afternoon, on the shores of Bering Straits, with the snow-capped mountains of Asia

plainly visible in the distance, the Fourth of July was celebrated by the laying of the foundations of the first public-school building in Arctic Alaska." Upon its completion the *Bear* hove anchor, sailed through Bering Strait into the Arctic Ocean, and 200 miles to the northward dropped anchor under the light of the midnight sun at Point Hope. Here, as at Cape Prince of Wales, Captain Healy sent ashore all who could be spared to assist in the erection of the school building. After various detentions caused by the great ice field of the Arctic, on July 31 the *Bear* arrived off Point Barrow. On the bleak extremity of the continent was established probably the northernmost school in the world, latitude $71^{\circ} 23'$ north, longitude $156^{\circ} 31'$ west.

Within the last 2 years schoolhouses and teacher's residences combined have been erected at Kadiak, Karluk, and Afognak, and schoolhouses at Ohillkat, Kake, and Nutchek.

On the return of the general agent from his visit to Arctic Alaska, he urged upon my attention the fact that the Eskimos inhabiting the shores of the Arctic Ocean and Bering Sea were in a starving condition, the whale and the walrus, their food from time immemorial, having been almost exterminated by the whalers, and recommended that steps be taken to introduce into Alaska, in connection with the industrial schools, the domesticated reindeer of Siberia.

A report of this distressing condition was made to the Secretary of the Interior and brought to the attention of Congress, when a bill was introduced to secure an appropriation to be used in procuring for Arctic Alaska the domesticated reindeer of Siberia, both as an immediate means of relief to the famishing people and as a permanent food supply and remunerative industry for the future. This bill passed the Senate and was reported favorably by the Committee on Education of the House of Representatives, but failed to be reached on the Calendar of the House. A similar measure will be introduced into the next Congress.

In the mean time, as the need of the starving people was very urgent, and as it was important that a year should not be lost in making a commencement of this feature of the industrial school work in that region, it was decided to attempt to obtain funds from other sources. Letters were accordingly written to several of the leading newspapers in New York, Boston, Philadelphia, and Chicago, requesting their co-operation in securing funds for this purpose. In compliance with this request subscription lists were opened and more than \$2,000 were secured.

The money thus obtained was placed at the disposal of this Bureau and will be used by the general agent, who started in May to inspect the schools in western and Arctic Alaska, in the purchase and transportation of reindeer from Siberia to some central point in Alaska, from which they can easily be distributed to other sections as needed. In this undertaking he has the hearty co-operation of Capt. M. A. Healy, of the *Bear*, whose assistance, by reason of his long experience in those waters and his thorough knowledge of the native Alaskans, is very valuable.

An increase in the annual appropriation for the education of children in Alaska is urgently needed. It is only with the greatest care and economy that the expenditures have hitherto been kept within the limits of the appropriation, and in order to extend the work during the coming school year it has been found necessary to make reductions in the amounts granted to the missionary associations and in the salaries paid to the teachers of the Government schools, who certainly deserve to be liberally paid for their services and sacrifices.

To render the schools now in existence more efficient and to promote a gradual and healthful extension of the educational work, I think the annual allowance should be increased by Congress from year to year at the rate of \$10,000 per annum for several years to come. I have accordingly submitted an estimate of \$60,000 for Alaska schools next year, and if this is granted I shall ask \$70,000 for the year following.

One of the great drawbacks to the success of the Alaska schools is irregularity of attendance. The teachers unite in recommending the employment of native policemen to enforce compulsory attendance. Much as this is desired, it cannot be done with the funds now at the disposal of the Bureau of Education.

Statistics of Education in Alaska.

Public schools.	Enrollment.						Teachers in the public schools, 1890-91.
	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.	
Afognak	(*)	35	24	55	38	37	John Duff.
Douglas City, No. 1	(†)	(†)	67	94	50	23	Mrs. W. S. Adams.
Douglas City, No. 2	(†)	(†)	(†)	(†)	92	68	C. H. Edwards.
Fort Wrangell	70	106	106	90	83	93	Mrs. W. G. Thomas.
Haines	84	43	144	128	(†)	(†)	
Jackson	87	123	110	105	87	100	Clara G. McLeod.
Juneau, No. 1	90	236	25	36	31	33	Rhoda A. Lee.
Juneau, No. 2	(†)	(†)	67	58	51	51	Mrs. Seth Tozer.
Kadiak	(*)	59	81	68	67	80	W. E. Roscoe.
Karluk	(†)	(†)	(†)	(†)	(†)	33	N. Faedorff.
Killisnoo	(*)	125	44	90	32	68	W. A. McDougall.
Klawack	(*)	184	81	75	68	50	H. C. Wilson.
Sitka, No. 1	43	60	60	67	58	54	Cassia Patton.
Sitka, No. 2	77	138	60	51	83	55	Mrs. L. Vanderbilt.
Unga	(†)	35	26	(†)	24	(†)	

* Enrollment not known.

† No school.

Contract schools.	Pupils, 1890-91.		Subsidies from Congress.				Expended by societies, † 1889-90.	Denomination.
	Board-ers.	Day.	1887-88.	1888-89.	1889-90.	1890-91.		
Anvik	6	38	\$500	\$1,000	\$1,000	\$1,000	\$3,000.00	Episcopal.
Point Hope	64	64	(*)	(*)	1,000	2,000		Independent.
Metlakatla	7	164	(*)	2,500	3,000	3,000		Moravian.
Bethel	30		500	1,000	1,000	1,000		
Carmel	18		300	1,000	1,000	1,000	6,412.00	
Hoonah		171	(*)	(*)	(*)	200		
Sitka industrial school	164		(*)	12,500	18,000	15,000	22,346.00	Presbyterian.
Point Barrow		38	(*)	(*)	1,000	2,000		
Unalaska	16	31	(*)	(*)	1,200	2,000	1,007.00	Methodist.
Nulato			(*)	(*)	1,500			Catholic.
Kosoriffsky	51		(*)	(*)	1,500	3,000	8,000.00	
Cape Prince of Wales		304	(*)	(*)	1,000	2,000	3,491.00	Congregational.

* No school or no subsidy.

† Amounts expended by missionary associations, in addition to subsidies received from the Government.

Appropriations for education in Alaska.

1884-85	\$25,000
1885-86	
1886-87	15,000
1887-88	25,000
1888-89	40,000
1889-90	50,000
1890-91	50,000

During the year there were in operation 13 day schools, with an enrollment of 745 pupils, and 11 contract schools, with 1,106 pupils, making a total enrollment of 1,851. To the energy and enthusiasm of the general agent of education in Alaska, Rev. Sheldon Jackson, the continued success of the schools in that Territory is largely due.

AGRICULTURAL-COLLEGE ACT.

On August 30, 1890, the President approved an act of Congress entitled:

An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two.

This act provides that for the fiscal year 1890 \$15,000, and for each subsequent year for 10 years an amount greater by \$1,000 than that of the preceding year, and thereafter \$25,000 a year be paid to each State and Territory for the benefit of colleges of agriculture and the mechanic arts established or to be established under the provisions of an act of Congress approved July 2, 1862, with the proviso that, in States where the races are educated separately, the fund may be equitably divided between one college for white students and one institution for colored students. The Secretary of the Interior was charged with the proper administration of this law.

Under date of September 13, 1890, the Secretary requested me "to prepare such a circular, to be addressed by the Secretary to the governors of the several States, as will bring the act properly to their attention, and secure such action by them as will enable the Secretary to perform the duties devolving upon him through the provisions of the act." In compliance with this request the following circular letter was drawn up and mailed over the signature of the Secretary to the governor of each State and Territory:

DEPARTMENT OF THE INTERIOR,
OFFICE OF THE SECRETARY,
Washington, September 22, 1890.

To the Governor of _____,

SIR: I beg leave to call your attention to an act of Congress approved August 30, 1890 (a printed copy of which is inclosed), entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two," and to a report upon the same by the Commissioner of Education.

To enable me to take the steps necessary to put this law in operation, I respectfully request you to furnish me, under your State seal, and at your earliest convenience, with the information required to be submitted, which may conveniently be formulated in answers to the following questions, viz:

(1) Is there in your State a college of agriculture and the mechanic arts established under, or receiving the benefit of, the act of Congress of July 2, 1862?

(2) If so, is any distinction of race or color in the admission of students thereto recognized or made in the State law or in the regulations and practice of the institution?

(3) Or (a) is there such a college for the education of white students, and also (b) a similar college for colored students, or an institution of like character aided by the State from its own revenue for the education of colored students in agriculture and the mechanic arts? Please give name, location, and president or administrative officer of each of such institutions.

(4) Has your legislature met in regular session since August 30, 1890, or when will it so meet?

(5) If it has not so met, do you, as authorized by the act referred to, assent in behalf of your State, to "the purpose of said grants," as provided in section second of the act?

(6) Please give the name, title, and address of the State treasurer or other officer to whom payments should be made under this law.

You will please transmit with your reply a copy of the charter of such college, with the rules and regulations, duly certified by the secretary of State.

Your early attention to this matter will facilitate the business of this Department, and will insure prompt disbursement of the appropriation made by the act of Congress of August 30, 1890, to the institutions entitled to receive it.

I have the honor to be, sir, very respectfully yours,

Secretary.

The replies of governors came in rapidly, and with accompanying documents were referred to this Office for examination and for recommendation as to payment. This labor was performed as promptly as the regular work of the Bureau would permit; and, on my reports and recommendations, certificates of the Secretary of the Interior were sent to the Treasury Department for the payment of the first installment of the grant (\$15,000 to each State and Territory), as follows:

November 8, 1890, Colorado, Delaware, Illinois, Indiana, Kansas, Michigan, Minnesota, Oregon, Tennessee, Wisconsin, Massachusetts, Maryland, New Hampshire, Ohio, Vermont, Iowa, New Jersey, New Mexico, New York, Pennsylvania, Wyoming.
 November 11, 1890, Connecticut, Mississippi, North Dakota, Virginia.
 November 13, 1890, Arizona, Nevada, Utah.
 November 19, 1890, Nebraska, South Dakota.
 December 20, 1890, Texas.
 January 5, 1891, California.
 January 8, 1891, North Carolina.
 February 18, 1891, Florida.
 March 19, 1891, Missouri.
 March 30, 1891, Maine, Kentucky.
 April 23, 1891, Arkansas.
 May 12, 1891, West Virginia.
 June 29, 1891, Georgia.
 July 7, 1891, Louisiana.
 July 15, 1891, Alabama.

No replies were received from the governors of Idaho, Montana, Rhode Island, and Washington. This Office has no information that institutions have ever been established in Idaho, Montana, and Washington under the provisions of the act of Congress of July 2, 1862.

Respecting Rhode Island, it was learned from the president of Brown University, which has been the beneficiary of the grant of July 2, 1862, that application for the new grant was delayed or prevented by an attempt to transfer the proceeds of the original grant to a new institution.

Information respecting the establishment of a college of agriculture and the mechanic arts in Oklahoma has been received, but the question as to payment to that Territory has not yet been determined.

The general assembly of South Carolina passed an act dividing the share of the grant received by that State equally between one college for white students and one institution for colored students. This division was not deemed equitable by the Secretary, in view of the fact that over 60 per cent. of the population of the State is colored. The act of the assembly leaving the governor no power to modify the basis of division, the case of this State has been reserved for submission to the President.

When nearly all the States and Territories had been certified as entitled to the first installment, the following circular letter was sent out:

DEPARTMENT OF THE INTERIOR,
 BUREAU OF EDUCATION,
 Washington. D. C. January 19, 1891,

To Presidents of State Colleges of Agriculture and the Mechanic Arts, and of Institutions of the like character for the education of colored students:

GENTLEMEN: The Secretary of the Interior has decided that the second installment of the appropriation made by the act of Congress of August 30, 1890, in aid of colleges of agriculture and the mechanic arts, is now due and payable to those institutions which have been shown to be the proper beneficiaries of the act and have received the first installment.

The Secretary wishes to make payment of said second installment without delay, and directs me to send a circular of inquiry to the institutions concerned, as a means of obtaining such information respecting their compliance with the law as may enable him to "certify to the Secretary of the Treasury as to each State and Territory whether it is entitled to receive its share of the annual appropriation."

You are, therefore, respectfully requested to answer the annexed questions and return the report to me at your earliest convenience, in the inclosed envelope.

In this connection, your attention is respectfully invited to the limitations placed by the act upon the use of the money received, which is "to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life, and to the facilities for such instruction." It is held by the Secretary that this language authorizes, besides the payment of salaries, the purchase from this money of apparatus, machinery, text-books, reference books, stock, and material used in instruction or for purposes of illustration in connection with any of the branches enumerated.

Very respectfully,

WM. T. HARRIS,
Commissioner of Education.

The questions to which replies were asked, were:

1. Legal title of institution: _____. Post-office: _____. State: _____.
2. At what date was the first installment of the appropriation made by the act of Congress of August 30, 1890, received by your institution? _____.
3. What amount thereof did your institution receive? _____.
4. Of the amount received, how much has been expended to date, and for what specific purposes? _____.
5. For what specific purposes is the balance on hand to be expended? _____.

On receipt and approval of the reports called for in the above letter, the States were recommended by me, and certified by the Secretary of the Interior to the Treasury Department, as entitled to receive the second installment of the grant (\$16,000 to each State and Territory, for the year ending June 30, 1891), as follows:

January 20, 1891, Pennsylvania.
 February 7, 1891, Colorado, Connecticut, Delaware, Indiana, Iowa, Kansas, Michigan, Minnesota, Nevada, New Hampshire, Ohio, Tennessee, Utah, Vermont.
 March 3, 1891, Maryland.
 March 10, 1891, Mississippi, South Dakota, Virginia, Wyoming, New Mexico.
 March 17, 1891, New Jersey, North Dakota.
 April 18, 1891, California, Florida, Wisconsin, Arizona.
 April 29, 1891, New York.
 April 30, 1891, Oregon.
 May 12, 1891, Maine, Texas.
 June 10, 1891, Illinois.
 June 19, 1891, North Carolina.
 June 24, 1891, Nebraska.
 June 29, 1891, Georgia.
 July 7, 1891, Louisiana.
 July 15, 1891, Alabama.
 July 21, 1891, Arkansas.
 July 26, 1891, West Virginia.
 August 5, 1891, Missouri.
 August 11, 1891, Kentucky.

No report was received from the Massachusetts Agricultural College, the institution which had been designated by the governor to receive the benefit of the Congressional grant. It was learned by correspondence that litigation had arisen between the said college and the Massachusetts Institute of Technology, respecting a division of the fund, and the first installment was still in the hands of the treasurer of the Commonwealth. Massachusetts, therefore, was not certified as entitled to the second installment.

It is understood that there are no institutions in Alaska, the District of Columbia, or the Indian Territory which are entitled to a share of this fund.

While the reports of institutions were still being received, I wrote to the Secretary under date of June 6, 1891, as follows:

Preliminary to certifying any State as entitled to the second installment, a report was requested and received from the institutions interested, respecting the expenditure of the first installment. These reports having been received so recently, in most cases another report at this time would not reveal much of importance, and does not

seem to me to be necessary. I therefore recommend that certification for the third payment be made on July 1, to the Secretary of the Treasury, in behalf of all States and Territories which, by that time, have been passed upon and certified as entitled to receive the second payment, whose legislatures or governors have given proper assent to the purpose of the Congressional grant, and where the division of the fund, if it is shared between two institutions, has been made upon a satisfactory basis.

This recommendation was approved by the Secretary in a letter dated June 19, 1891, and on the 27th following I submitted the following list of States to be certified as entitled to receive the third installment of the grant (\$17,000 for the year ending June 30, 1892): Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Wisconsin, and Wyoming.

These were certified to the Secretary of the Treasury August 25, 1891, for payment of the third installment, together with Arkansas, Delaware, Kentucky, Missouri, and West Virginia, from which reports had meantime been received. On August 29, Alabama, Georgia, and Louisiana were likewise certified.

Beneficiaries under act of Congress of August 30, 1890, in aid of colleges of agriculture and the mechanic arts.

Alabama: Agricultural and Mechanical College (white), Auburn. State Normal and Industrial School (colored), Huntsville.	Mississippi: Agricultural and Mechanical College of Mississippi (white), Agricultural College.
Arizona: University of Arizona, Tucson.	Alcorn Agricultural and Mechanical College (colored), Rodney.
Arkansas: Industrial University (white), Fayetteville. Branch Normal College (colored), Pine Bluff.	Missouri: University of Missouri (white), Columbia. Lincoln Institute (colored), Jefferson City.
California: University of California, Berkeley.	Nebraska: University of Nebraska, Lincoln.
Colorado: State Agricultural College, Fort Collins.	New Hampshire: New Hampshire College of Agriculture and Mechanic Arts, Hanover.
Connecticut: Yale College, New Haven.	New Jersey: Rutgers Scientific School, New Brunswick.
Delaware: Delaware College, Newark.	New Mexico: Agricultural College, Las Cruces.
Florida: Florida State Agricultural College (white), Lake City. State Normal School (colored), Tallahassee.	New York: Cornell University, Ithaca.
Georgia: University of Georgia, Athens.	Nevada: State University, Reno.
Illinois: University of Illinois, Urbana.	North Carolina: North Carolina Agricultural College (white), Raleigh.
Indiana: Purdue University, Lafayette.	Shaw University (colored), Raleigh.
Iowa: Iowa Agricultural College, Ames.	North Dakota: Agricultural College, Fargo.
Kansas: State Agricultural College, Manhattan.	Ohio: Ohio State University, Columbus.
Kentucky: Agricultural and Mechanical College (white), Lexington. State Normal (colored), Frankfort.	Oregon: State Agricultural College, Corvallis.
Louisiana: State University (white), Baton Rouge. Southern University (colored), New Orleans.	Pennsylvania: Pennsylvania State College, State College.
Maine: State College of Agriculture and Mechanic Arts, Orono.	South Dakota: Dakota Agricultural College, Brookings.
Maryland: Maryland Agricultural College, College Station.	Tennessee: University of Tennessee, Knoxville.
Massachusetts: Agricultural College, Amherst.	Texas: Agricultural and Mechanical College (white), College Station. Prairie View Normal School (colored), Hempstead.
Michigan: State Agricultural College, Lansing.	Utah: Agricultural College, Logan.
Minnesota: University of Minnesota, Minneapolis.	Vermont: University of Vermont, Burlington.

Beneficiaries under act of Congress of August 30, 1890, in aid of colleges of agriculture and the mechanic arts—Continued.

Virginia: Virginia Agricultural and Mechanical College (white), Blacksburg. Hampton Normal Institute (colored), Hampton. West Virginia: West Virginia University (white), Morgantown.	West Virginia Institute (colored), Kanawha. Wisconsin: University of Wisconsin, Madison. Wyoming: University of Wyoming, Laramie.
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STATISTICS OF PUBLIC SCHOOLS FOR 1889-90.

The statistics for the fiscal and school year 1890-91, to which this brief executive report refers, are of course not yet available for publication, being still in process of collection and tabulation. I accordingly beg leave to present, as matter of general interest, some salient items of statistics for the school year 1889-90, selected from the education report of that year, which it is hoped soon to forward for publication.

ENROLLMENT.

There were enrolled in 1889-90 in the public schools of the United States of elementary and secondary grades 12,688,973 pupils, as against 6,871,522 in 1870, and 9,867,505 in 1880.

The pupils enrolled formed 17.82 per cent. of the total population in 1870, 19.67 per cent. in 1880, and 20.27 per cent. in 1890.

This continuous increase in the proportion of the population enrolled as public-school pupils is due to the great development the public schools of the South have undergone since 1870.

If the Northern States alone are considered, there will be found in those States, except in the extreme West, a very marked decrease in the number of public-school pupils relative to the population, as will appear from the following percentage of the population enrolled:

	1870.	1880.	1890.
North Atlantic division.....	22.09	20.20	17.89
South Atlantic division.....	6.26	16.86	19.72
South central division.....	7.49	15.88	20.95
North central division.....	24.41	23.28	22.43
Western central division.....	13.62	16.53	17.06
The United States.....	17.82	19.67	20.27

This decrease in the proportion of the population enrolled as public-school pupils, which has been going on now for a number of years, has been frequently adverted to in the reports and other publications of this Office. It is probably in part only apparent; in former years many pupils were reported more than once, as they went from one school to another; at present reënrollments are in a great degree excluded, each pupil being counted only once, though he may have attended and have been registered in two or more different schools.

In so far as there actually has been a decrease in the relative public-school attendance, it is probably due (a) to the multiplication of private and parochial schools; (b) to the tendency to refrain from sending children to school at so tender an age as heretofore; and (c) to the diminution in the number of children as compared with the total population.

This last consideration—i. e., small proportion of children—explains why in 1890 the North Atlantic States fall so far behind the Southern States in the proportion of the population enrolled, as shown in the fore-

going table. If a table had been constructed, showing the proportion of school population enrolled, the North Atlantic States would have stood above the Southern States, as would have also the Western States.

AVERAGE DAILY ATTENDANCE.

The average number of pupils attending school each day in 1889-90 was 8,144,938, being 64.1 per cent. of the total number enrolled. The different pupils on an average, therefore, attended school 64.1 days out of every 100 days the schools were in session.

SCHOOL TERM.

The public schools were in session on an average 133.9 days, an increase of two-tenths of a day over the preceding year, and of about $3\frac{1}{2}$ days over 1879-80. In the Northern States alone the school term during the last decade has lengthened about 8 days.

TEACHERS.

The whole number of different public-school teachers the past year has been as follows: Males, 125,602; females, 238,333; total, 363,935.

The male teachers comprise 34.5 per cent. of the whole number, as against 35.5 per cent. in 1888-89 and 42.8 per cent. in 1879-80.

The following table gives more detailed information upon this subject:

Percentage of male teachers.

	1870.	1880.	1890.
North Atlantic Division.....	26.3	28.8	20.0
South Atlantic Division.....	59.5	62.5	49.1
South Central Division.....	65.9	67.2	57.6
North Central Division.....	42.8	41.7	32.4
Western Division.....	46.5	40.3	31.1
The United States.....	38.7	42.8	34.5

It will be seen that during the past decade the displacement of male teachers by females has been going on at a rapid rate in all sections of the Union.

In New Hampshire and Massschusetts the male teachers at present form less than one-tenth of the whole number.

EXPENDITURES.

The total amount expended the past year for public school purposes was \$140,277,484, as against \$63,396,666 in 1870, and \$78,094,687 in 1880.

The rapid increase in expenditure during the decade just closed is worthy of note; that it has far outrun the gain in population may be seen by considering the expenditure per capita of population, which was \$1.56 in 1880 and \$2.24 in 1890.

The school expenditure per capita of the population has increased since 1880 in every State and Territory in the Union except Nevada; in several it has more than doubled. In California and Colorado it amounts to over \$4 per annum.

ANNUAL STATEMENT OF THE

Expenditure per capita of population.

	1870.	1880.	1890.
North Atlantic Division.....	\$2.31	\$1.97	\$2.76
South Atlantic Division.....	.47	.68	.96
South Central Division.....	.48	.55	.98
North Central Division.....	2.09	2.08	2.81
Western Division.....	2.02	2.41	3.35
United States	1.64	1.56	2.24

SECONDARY SCHOOLS.

An attempt has been made for the first time to secure complete statistics of secondary education in the United States, estimated to be 4,000 public high schools and about 3,000 private institutions of secondary grade. Secondary students have been separated from those of higher and of lower grades in schools having other than secondary courses. This has been a difficult task, owing to the varying educational standards in different parts of the country and the differences in courses of study in secondary schools. The relative amounts of the different studies pursued in these schools are shown by statistics, and these indicate the classical or scientific trend of the different schools and different parts of the country. The aim has been to create recognized standards of comparison for this and other countries.

COLLEGES AND UNIVERSITIES.

The number of colleges and universities reporting to this Office is constantly increasing, the number reporting in 1889-90 being 415. The total number of professors and instructors employed by these institutions was 7,918. The number of instructors in the regular collegiate departments only was 3,988.

STUDENTS.

The total number of students in all departments of the institutions was 118,581, and of these 44,133 were in the collegiate departments, 1,998 in the graduate departments, and 39,415 in the preparatory departments. In 1880 the ratio of college students to total population was 1 to 1,655, while in 1890 this ratio was increased to 1 in 1,355; that is, one person out of every 1,355 was attending college in 1890.

FINANCIAL.

The value of grounds, buildings, and apparatus reported was \$72,894,729, while the amount of permanent productive funds was \$74,070,415. The total income, excluding benefactions amounting to \$6,006,474, was \$10,801,018.

The number of volumes in libraries was 4,152,053.

COLLEGES FOR WOMEN.

In addition to the 415 male and coeducational institutions there were reported 179 colleges for women, with 2,299 professors and instructors and 24,851 students. Of the latter number, 11,811 were reported as being in the collegiate departments. It may, however, be well to state that the standard of the majority of the colleges for women is not as high as that of either the male or coeducational institutions.

The value of grounds, buildings, and apparatus of these institutions is given as \$11,978,279, while the amount of productive funds is exceedingly small, viz, \$2,609,661. The benefactions in 1889-90 amounted to \$303,257, and the number of volumes in the libraries was 363,500.

PROFESSIONAL SCHOOLS.

Institutions for professional education suggest the unorganized condition of university work in this country by the unequal quality of the instruction offered; but the efforts of associations and of official boards are compelling a higher standard of professional instruction, while there are indications of a sentiment that a college diploma or its equivalent should be a prerequisite of admission to courses of law, medicine, and theology.

The following is a summary of professional schools organized separately or in connection with colleges and universities:

	Schools.	Teachers.	Students.
Theological.....	145	765	7,063
Law.....	54	352	4,518
Medical:			
Regular.....	98	2,176	13,880
Eclectic.....	9	120	721
Homeopathic.....	14	278	1,169

AGRICULTURAL COLLEGES AND TECHNICAL SCHOOLS.

Of the land-grant colleges there are 36:

	Instruct- ors.	Stu- dents.
Preparatory department.....	124	3,084
College.....	611	6,892
Total.....	735	9,976

Of non-land grant colleges and schools there are 28:

	Instruct- ors.	Stu- dents.
Preparatory department.....	19	470
College.....	434	3,256
Total.....	453	3,726

NORMAL SCHOOLS.

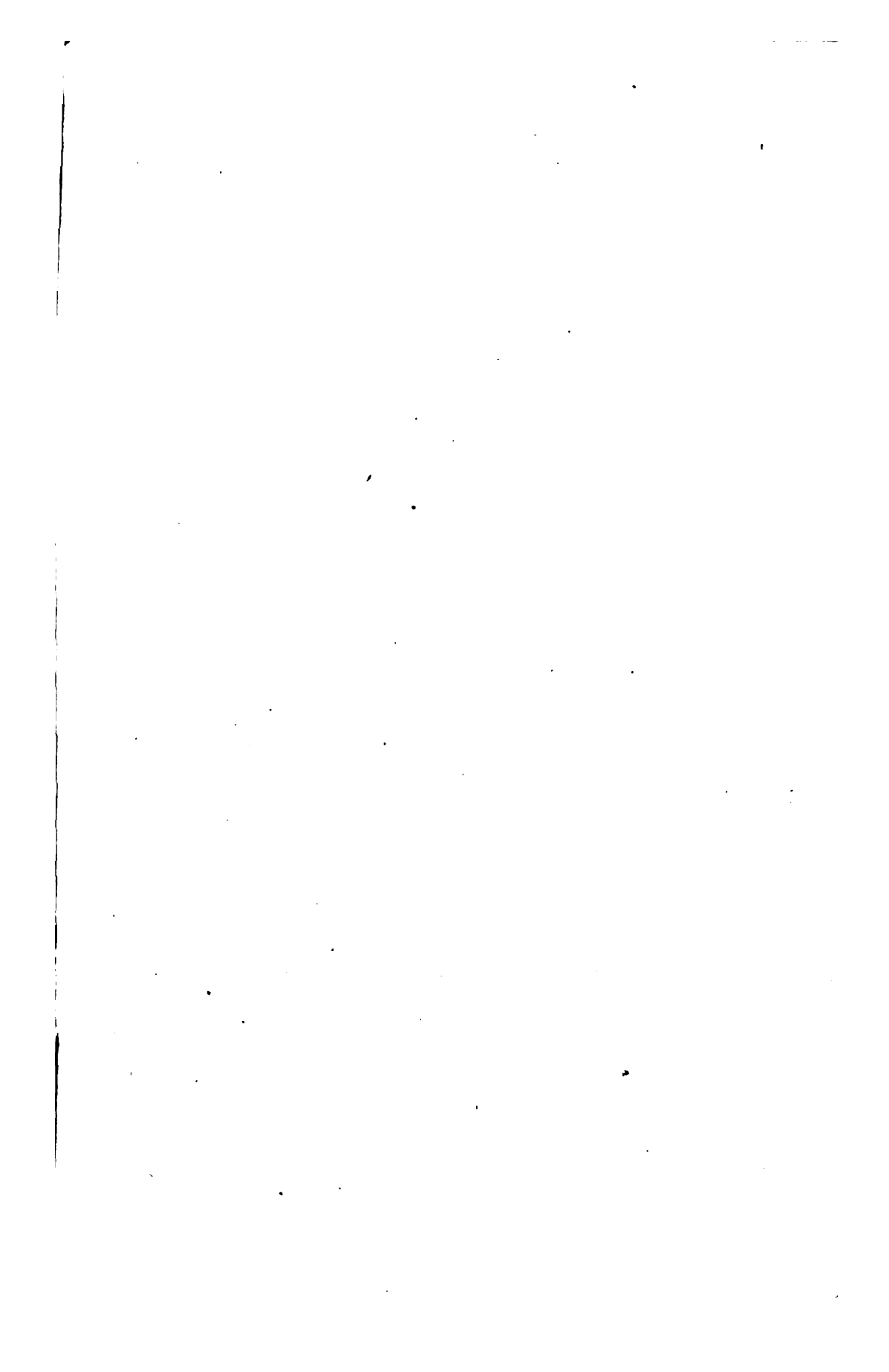
Of normal schools there are 182:

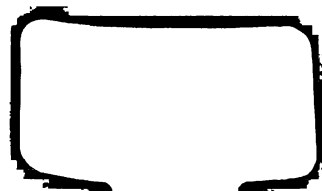
	Instruct- ors.	Students.	
		Normal.	Other.
Public, 137.....	1,187	26,823	13,871
Private, 45.....	233	8,199	3,473

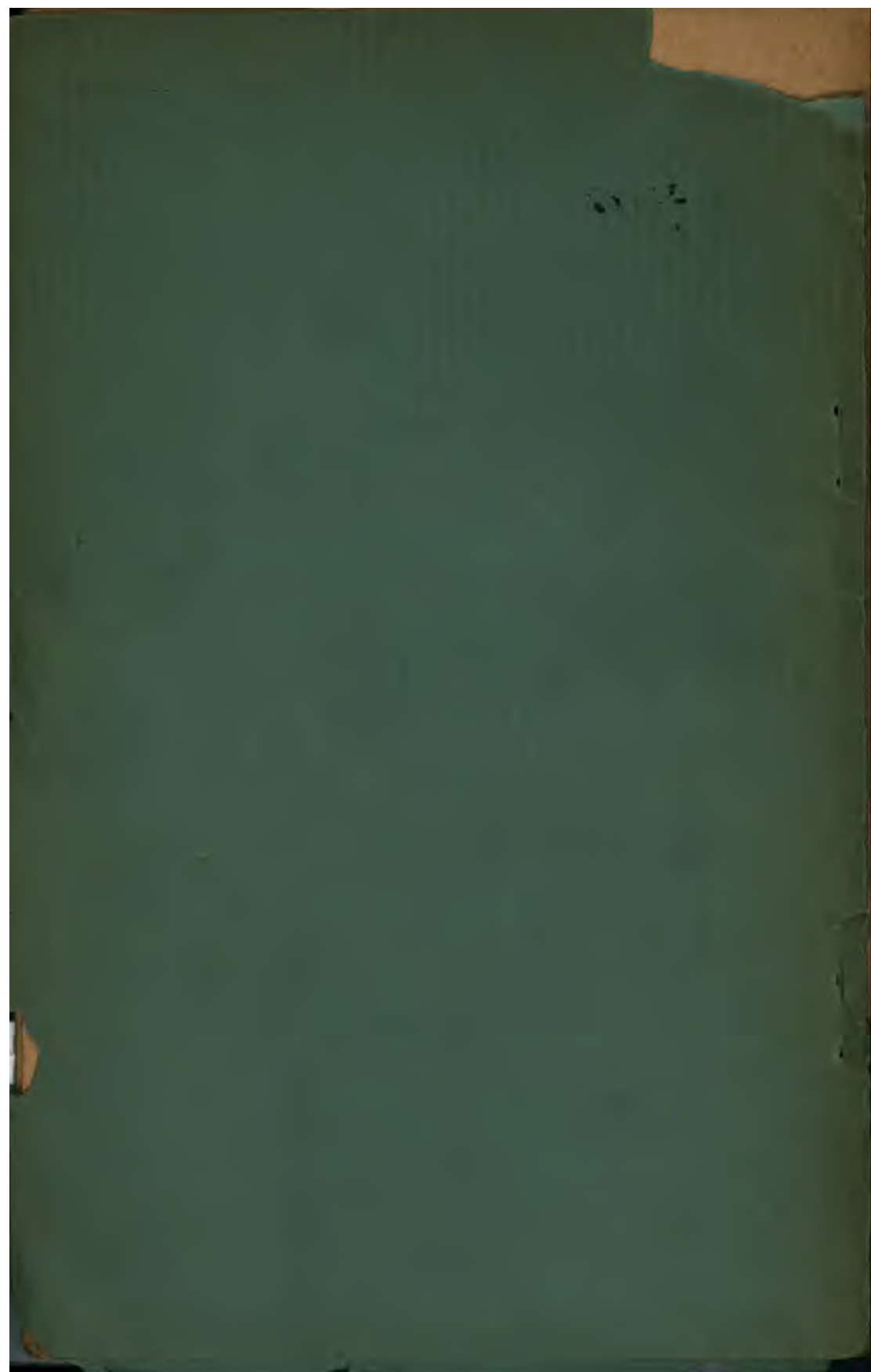
I have the honor to be sir, very respectfully, your obedient servant,

WM. T. HARRIS,
Commissioner.

Hon. JOHN W. NOBLE,
Secretary of the Interior.







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[Whole Number 235]

ANNUAL STATEMENT

From Bureau of Education

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR THE

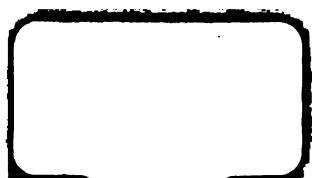
FISCAL YEAR ENDED JUNE 30, 1897.

U. S. Bur. of Educ.

WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1897.



[Whole Number 235]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1897.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1897.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., August 10, 1897.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ended June 30, 1897.

The act of Congress approved March 2, 1867 (14 Stat. L., 434), establishing a Department of Education specifies the purposes in the following words:

For the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories and of diffusing such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education.

By the act of Congress approved July 20, 1868 (15 Stat. L., 106), the Department of Education was abolished and instead there was "established and attached to the Department of the Interior an office to be denominated the Office of Education, the chief officer of which shall be the Commissioner of Education, * * * who shall, under the direction of the Secretary of the Interior, discharge all such duties and superintend, execute, and perform all such acts and things touching and respecting the said Office of Education as are devolved by law upon said Commissioner of Education."

During the past year the Office has continued its work of collecting information as to the condition and progress of education in the several States and Territories by collating the information obtained on over twelve thousand statistical returns that were received during the year and by the examination of nearly eight thousand catalogues of special institutions and nearly two thousand printed reports, details of which are given below. The information thus collated has been tabulated and the results discussed in the several chapters of the Annual Report for 1895-96, which is at the present time in the hands of the Public Printer. During the year the reports for 1893-94 and 1894-95 have been received from the Public Printer and distributed. The new law of Congress regulating the public printing has made it possible for this Office to print its annual report without the delays occasioned formerly by the

necessity of awaiting special action on the part of Congress. It is now possible, I think, to print the first volume of the annual report within six or seven months after the close of the fiscal year and to follow with the second volume four or five months later. This arrangement will give the public the use of the report of the Office of Education one or two years earlier than has been found possible hitherto.

I understand the provision of the act of Congress which requires this Office "to diffuse information respecting organization and management of school systems and methods of teaching, to aid the people in the establishment of efficient school systems," to lay upon the Commissioner the duty as far as possible of digesting and criticising the information which he publishes. The Office is organized as far as possible so as to bring about this result.

While the new law of Congress in regard to the public printing has facilitated the issue of the annual report of this Office, it has made it next to impossible to print other documents. One of the most important means in the hands of the Commissioner to fulfill the law of Congress requiring the diffusing of information respecting the management and organization of schools has been his privilege of printing circulars of information, at a cost aggregating some \$15,000 a year, the same being the quota of the Office of Education in the publication fund granted to the Department of the Interior. Out of the proceeds of this fund two or three, and sometimes seven or eight, circulars of information have been printed each year, and the amount of good done to the cause of education by these circulars has been second only to that obtained from the annual report itself. In this list of circulars have been printed studies on the higher education in the several States to the number of 19. Many of these are out of print, and yet are widely called for by students of education.

The circular giving statistics regarding Federal and State aid to education, long since out of print, is in constant request to answer inquiries of persons in official station, members of Congress, members of State legislatures, and directors of schools. The same is the case with regard to a circular printed on The Construction of Schoolhouses, illustrated by cuts of buildings and ground plans. No book printed by the Office has been of greater use to the trustees of schools. A series of great reports has been prepared under the auspices of the National Educational Association, which has appropriated \$2,500 in each case to pay the expenses of the committee that prepared the report. The first of these, called the Report of the Committee of Ten, devoted to secondary education as it is found in high schools, academies, and schools preparatory for college, was printed and distributed by this Office in the number of 30,000 copies. The Report of the Committee of Fifteen on the course of study and organization of elementary schools should have been circulated in like manner, but this Office had no funds for the purpose. A Report of a Committee of Twelve on

rural schools has recently been made to the National Educational Association. These reports should be kept in print and distributed gratuitously.

With a view to restore this Office to its former usefulness it is necessary that Congress should provide a moderate printing fund of \$15,000 or \$20,000 a year, permitting the Commissioner of Education to use the same in the publication of a bulletin. In the list of estimates for this Office for the year 1898-99, I have submitted a request for such an appropriation.

The importance of extending the introduction of domestic reindeer into Alaska is fully shown in the paragraphs relating to the subject, to be found later in this report. The reindeer station ought to be able to furnish 500 reindeer, trained to the harness, at once for the use of the miners on the upper Yukon River. It was my purpose to detail three of the skilled herdsman and 30 trained reindeer to the Yukon region the present summer, and in case Dr. Jackson, who sailed for Cape Prince of Wales in May, is able to carry out the arrangement, an important experiment will be in progress during the coming year at the gold mines. I have mentioned in former reports the plan of this Office to arrange a reindeer express connecting the towns in a line from Bering Strait to Kadiak Island. I have to report that the superintendent of the reindeer station, Mr. Kjellmann, has recently proved the practicability of this by making a trial trip on this route. Two of his party were able to take the steamer at Katmai sailing to Sitka in March. This arrangement once completed, it will be possible for business companies in San Francisco and other cities to hold communication with their whaling fleets that winter north of the Arctic Circle.

I desire to express my appreciation of the courtesy of the United States Coast and Geodetic Survey in preparing the map of Alaska which accompanies this statement.

The following statistics present, in a summary form, the work of the several divisions:

DIVISION OF CORRESPONDENCE AND RECORDS.

Letters received	17, 000
Documents received	12, 784
Forms received	13, 352
Acknowledgments	28, 673
Periodicals	16, 082
Pieces of printed mail matter handled.....	75, 976
Documents received from the Printing Office.....	99, 500
Letters sent out	14, 514
Documents sent out.....	169, 182
Slips addressed for documents.....	60, 441
Pages indexed and subindexed	14, 264
Newspapers clipped for items	1, 682
Envelopes addressed.....	7, 591
Envelopes cut	63, 931
Extra pages of typewriting done.....	4, 339

INTERNATIONAL EXCHANGE DIVISION.

I. International exchange.

Home journals examined (chiefly educational).....	5,884
Foreign journals examined (educational and other).....	6,253
Articles indexed on cards.....	1,714
Batches clipped.....	466
Pages of scrapbook filled.....	143
Pages of letterpress work.....	154
Inquiries and replies received.....	636
Inquiries sent out.....	153
Inquiries answered in writing.....	358
Foreign letters received.....	274
Foreign letters sent.....	161
Letters translated, about.....	120
Inquiries answered orally to callers.....	593
Pages of book orders sent.....	54
Pages of notes made in examining foreign matter.....	251
Files examined.....	274
Articles, letters, and cards classified, about.....	50,000
Pages of computation, about.....	700
Invoices, acknowledgments, and book lists checked.....	1,963
Pages of manuscript estimated and numbered, about.....	5,000
Letters and cards of acknowledgment.....	898
Pages of reports, weekly and summaries.....	260
Consultations with members of division and editorial corps.....	890
Pages of manuscript copied.....	2,879
Pages of manuscript and typewriting compared.....	8,790
Pages dictated.....	12
Addresses written and revised.....	3,040
Mailed printed matter, pieces.....	88
Ruled sheets and made diagrams.....	39

Entertaining foreign visitors, holding copy, indexing cards and files, fancy lettering, arranging and keeping lists, searching for material, instructing assistants, and other miscellaneous work.

II. Research, revision, and composition.

Books and pamphlets on education examined.....	3,986
Foreign reviews examined (briefed articles).....	561
Volumes examined in research for information.....	1,613
Pages of manuscript examined.....	4,499
Lists, files, and tables examined.....	520
Pages of manuscript revised.....	11,034
Returns and foreign documents examined.....	356
Pages of replies composed.....	398
Statistical compilations.....	288
Catalogue and index cards revised, about.....	22,000
Pages of translation made.....	654
Pages of composition for annual report.....	2,012
Pages of composition for other publications.....	279
Briefed pages of manuscript, about.....	400
Tables, charts, and diagrams made.....	306
Revised proof sheets, in galleys.....	424
Revised proof sheets, in pages.....	1,243
Examined proof sheets, in pages.....	475

NOTE.—This division also performs the work detailed under the foreign section of the library and museum division.

III. Library work—Foreign section.

Books received, entered, catalogued, and numbered	1, 387
Pamphlets disposed of, partly by exchange	2, 018
Catalogue cards made	3, 402
Order cards made	336
Index cards made, about	30, 000
Pages of bulletins of new books received	146
Periodicals entered and circulated	3, 992
Cards classified and filed	3, 278
Books cut	578
Periodicals arranged in files and prepared for bindery	4, 000
Books arranged on shelves	2, 367
Cards copied	4, 000
Cards compared, about	6, 640
Slips addressed	8, 313
Abbreviated book titles and alphabetized	1, 500

LIBRARY AND MUSEUM DIVISION.

Books and pamphlets—

Added to accession catalogue	1, 115
Cut	1, 284
Labeled	1, 511
Loaned	2, 680
Numbered	1, 668
Reshelved	12, 612
Stamped	6, 953
Arranged and shelved	7, 862

Cards—

Made for card catalogue	10, 334
On books	6, 474
On magazines	2, 770
On pamphlets	135
On school journals	600
On books loaned	5, 370
Alphabetized	9, 168
Revised	3, 854
Copied	3, 417
Distributed	8, 492

Catalogues—

Assorted	8, 962
Filed	11, 320
Numbered	5, 851
Stamped	5, 940

Indexing—

Articles	1, 518
Books	1, 807
Magazines	973
Pamphlets	863
School journals	771

Copying—

Weekly reports of library division, pages	96
Weekly bulletin, pages	324
Bibliography, pages	855
Manuscript, pages	211
Typewriting, pages	2, 018

8 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Letters—	
Written	2,461
Noted	713
Answered	1,060
Pamphlets stamped, assorted, and distributed	9,807
Periodicals—	
Stamped, assorted, and distributed	11,910
Entered	6,465
Examined	1,972
Filed	9,146
Books wrapped in document room	31,035
Catalogues assorted	6,713
Catalogues filed	6,223
Catalogues shelved	5,793
School journals (duplicates) sent to other libraries	300
Catalogues (duplicates) sent to other libraries	1,058
Documents sent out	992
Dictation, pages	403
Envelopes addressed	2,861
Slips addressed	4,090
Comparing, pages	894
Inquiries answered	4,438
Indexing Office publications, days	30
Reading proof, pages	477
State and city school reports compared with cards	6,340
Revising, pages	1,462
Translations, pages	141
Volumes (school journals, etc.) prepared for library	1,200

Résumé.

Books received, entered, catalogued, and numbered	2,502
Pamphlets disposed of, partly by exchange	3,076
Catalogue cards made	13,736
Order cards made	336
Index cards made, about	36,132
Bulletins of new books received, pages	474
Periodicals entered	10,457
Cards classified and filed	12,446
Books cut	1,862
Periodicals arranged in files and prepared for bindery	9,500
Books arranged on shelves	14,979
Cards copied	7,417
Cards compared, about	12,980
Slips addressed	14,977
Abbreviated book titles and alphabetized	1,500
Books in library June 30, 1897	72,725
Pamphlets in library June 30, 1897	150,000

STATISTICAL DIVISION.

The statistics of education in the United States collected direct from the schools and tabulated and summarized by the statistical division of this Office fill about 700 pages of the 1895-96 report. Condensed summaries of these statistics are given in the succeeding pages. At the time this annual statement goes to press less than 50 per cent of the schools have reported for 1897; but the reports so far received

indicate a normal increase in the public school attendance and perhaps a slight decrease in the number of students in private schools.

An important work of this division, completed during the last fiscal year, was the preparation of statistics of public, society, and school libraries in the United States. Reports were received from about 8,000 libraries, and the returns from 7,184 of these were tabulated. These statistics are published in the first volume of the 1895-96 report.

In addition to the regular statistical work of the Office this division does most of the editorial work and the proof reading, besides a considerable amount of miscellaneous work. The following statement shows the nature of the work done for the year ending June 30, 1897, and the amount, so far as such work can be indicated in tabular form:

Statistical schedules sent out.....	31,889
Statistical returns received.....	12,406
Special inquiry returns received.....	319
Catalogues received and classified.....	7,800
Letters received and filed.....	1,308
Statistical returns examined and checked.....	30,388
Statistical returns prepared for tabulating.....	15,116
Statistical forms tabulated.....	36,207
Returns summarized.....	54,717
Statistical tables compiled, sheets.....	1,409
Statistical tables copied, sheets.....	608
Returns compared with tables.....	14,213
Computations made.....	44,487
Catalogues examined for statistics.....	8,509
Periodicals and reports examined.....	1,666
Manuscript prepared, pages.....	2,321
Manuscript edited and revised.....	14,340
Pages of annual report indexed.....	1,829
Proof read, galleys.....	1,705
Proof read, pages.....	3,135
Proof revised, pages.....	2,991
Corrections transferred, pages.....	2,555
Duplicate proofs stamped.....	12,026
Official letters written.....	898
Typewriting, pages.....	1,871
Circular letters filled out.....	425
Envelopes and reminder cards addressed.....	39,916
Envelopes folded, filled, and sealed.....	20,869
Book slips addressed.....	27,164
New lists made, names.....	4,201
New list cards made, checked, and numbered.....	12,319
Envelopes stamped.....	12,497
Forms and circulars folded.....	29,106
Forms and circulars dated and stamped.....	20,306
Library forms filled out.....	1,862
Books arranged and shelved.....	1,380
Index cards prepared.....	3,305
Printed reports, book pages read for information.....	8,670
Tables ruled, sheets.....	995
Library books indexed and catalogued.....	2,660
Library books numbered.....	1,230
Oral inquiries answered.....	135
Answers from postmasters received.....	406

10 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Total number of pupils and students of all grades in both public and private schools, 1895-96.

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma. *North Central Division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).		Pupils receiving secondary instruction (high-school grade). ^a	
	Public.	Private (largely estimated).	Public. ^b	Private (in preparatory schools, academies, seminaries, etc.).
1	2	3	4	5
United States.....	13,998,585	1,228,146	392,729	166,274
North Atlantic Division.....	3,349,181	484,585	118,270	50,259
South Atlantic Division.....	1,979,398	86,716	21,771	24,501
South Central Division.....	2,661,646	142,253	29,916	32,615
North Central Division.....	5,314,829	474,361	199,331	49,651
Western Division.....	693,531	40,231	23,441	9,248

Division.	Students receiving higher instruction.								
	In universities and colleges. ^c			In schools of medicine, law, and theology. ^d			In normal schools. ^e		
	Public. ^f	Private.	Total.	Public. ^g	Private.	Total.	Public.	Private. ^h	Total.
1	6	7	8	9	10	11	12	13	14
United States.....	26,296	71,081	97,377	7,340	45,548	52,888	40,421	20,777	61,198
North Atlantic Division...	4,857	25,540	30,397	197	17,679	17,876	17,129	1,083	18,212
South Atlantic Division...	3,189	10,218	13,407	678	5,635	6,313	3,519	2,401	5,920
South Central Division...	2,701	11,389	14,090	1,113	3,789	4,902	3,171	3,545	6,716
North Central Division.....	12,180	20,896	33,076	4,493	17,480	21,973	13,667	12,759	26,426
Western Division.....	3,369	3,038	6,407	859	965	1,824	2,935	989	3,924

Division.	Summary of higher instruction.		Summary of pupils by grade.			Summary according to control.		Grand total.
	Public.	Private.	Elementary.	Secondary.	Higher.	Public.	Private.	
1	15	16	17	18	19	20	21	22
United States.....	74,057	137,406	15,226,731	559,003	211,463	14,465,371	1,531,826	15,997,197
North Atlantic Division...	23,183	44,302	3,833,766	168,529	66,485	3,489,634	579,146	4,068,780
South Atlantic Division...	7,386	18,254	2,066,114	46,272	25,640	2,008,555	129,471	2,138,026
South Central Division...	6,985	18,723	2,803,899	62,531	25,708	2,698,547	193,591	2,892,138
North Central Division.....	30,340	51,135	5,789,190	248,982	81,475	5,544,500	575,147	6,119,647
Western Division.....	7,163	4,992	733,762	32,689	12,155	724,135	54,471	778,606

^a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. XXXVII, vol. 2.

^b This is made up chiefly from the returns of individual high schools to the Bureau, and is considerably too small, as there are a great many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^d Including schools of pharmacy and veterinary medicine.

^e Nonprofessional pupils in normal schools are included in columns 4 and 5.

^f Mainly State universities and agricultural and mechanical colleges.

^g Mainly in schools or departments of medicine and law attached to State universities.

^h Private normal schools are, with few exceptions, scarcely superior to the ordinary secondary schools.

ⁱ There are, in addition to this number, 23,202 students taking normal courses in universities, colleges, and high schools. (See Chap. XXXVII, vol. 2.)

STATEMENT OF THE COMMISSIONER OF EDUCATION.

11

Growth of the common schools.

Year.	Total population.	Pupils enrolled.	Per cent of the population enrolled.	Average daily attendance.	Teachers.		Days in school term.
					Males.	Females.	
1870-71	a 39,500,500	7,561,582	19.14	4,545,317	90,293	129,932	132.1
1874-75	a 43,700,554	8,785,678	20.10	5,248,114	108,791	149,074	130.4
1879-80	50,155,783	9,867,505	19.67	6,144,143	122,795	103,798	130.3
1884-85	a 56,221,868	11,398,024	20.27	7,297,529	121,762	204,154	130.7
1889-90	a 62,622,250	12,722,581	20.32	8,153,635	125,525	238,397	134.7
1890-91	a 63,898,270	13,050,132	20.42	8,408,323	123,360	245,028	135.7
1891-92	a 64,934,251	13,255,921	20.41	8,560,603	121,573	252,653	136.9
1892-93	a 66,289,130	13,483,340	20.34	8,837,199	122,472	260,278	136.3
1893-94	a 68,064,250	13,995,357	20.56	9,263,350	125,402	263,547	139.5
1894-95 b	a 68,748,950	14,201,752	20.65	9,387,507	128,376	267,951	141.4
1895-96 b	a 70,595,321	14,379,078	20.37	9,747,015	130,366	269,959	140.5

Year.	School-houses.	Value of school property.	Paid for teachers' salaries.	Total expenditures.	Expended per capita of population.	Expended per pupil.
1870-71	132,119	\$143,818,703	\$42,580,853	\$69,107,612	\$1.75	\$15.20
1874-75	157,364	192,013,666	54,722,250	83,504,007	1.91	15.91
1879-80	178,222	209,571,718	55,942,072	78,094,687	1.56	12.71
1884-85	205,815	263,668,536	72,878,993	110,328,375	1.96	15.12
1889-90	224,526	342,531,791	91,836,484	140,506,715	2.24	17.23
1890-91	225,951	359,768,365	96,303,069	147,494,809	2.31	17.54
1891-92	228,853	363,167,799	100,298,256	155,817,012	2.40	18.20
1892-93	234,013	399,161,620	104,560,339	164,171,057	2.48	18.58
1893-94	236,423	428,238,256	109,202,405	172,502,843	2.53	18.62
1894-95 b	237,416	439,071,690	113,664,874	178,215,556	2.59	18.96
1895-96 b	240,968	455,948,164	116,377,778	184,453,780	2.61	18.92

a Estimated.

b The figures for 1894-95 and 1895-96 are subject to correction.

Common school statistics of the Southern States classified by race, 1895-96.

State.	Estimated number of persons 5 to 18 years of age.		Pupils enrolled in the public schools.		Average daily attendance.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	328,700	281,600	a 198,710	a 120,816	a 124,300	a 79,700	4,831	2,350
Arkansas	326,700	126,700	218,299	78,276	128,460	43,488	5,225	1,448
Delaware (1891-92)	39,850	8,980	28,316	4,858	a 19,746	a 2,947	734	106
District of Columbia	44,800	24,640	27,289	15,175	20,858	11,295	688	343
Florida	89,130	70,670	63,586	36,787	41,992	24,143	1,929	579
Georgia	369,000	346,300	253,516	170,270	154,896	99,246	5,868	3,053
Kentucky	557,400	95,400	337,618	62,508	247,203	39,658	8,727	1,482
Louisiana	203,400	216,700	98,400	65,917	70,373	44,943	2,576	961
Maryland	263,300	75,900	179,408	39,954	103,798	19,429	3,892	724
Mississippi (1894-95)	212,700	309,800	162,830	187,785	99,048	103,635	4,591	3,264
Missouri	881,200	53,600	631,957	32,990	a 415,368	a 21,020	14,114	730
North Carolina	389,700	233,700	244,376	126,544	155,899	75,826	5,129	2,756
South Carolina	174,200	292,200	109,159	123,178	78,391	91,810	2,688	1,759
Tennessee (1894-95)	475,100	160,300	377,626	100,499	270,982	67,348	7,048	1,865
Texas	800,500	245,500	481,419	135,149	349,913	90,336	10,470	2,747
Virginia	338,700	241,000	240,356	121,777	141,825	67,703	6,320	2,097
West Virginia	274,300	11,300	208,435	7,230	136,614	4,467	6,219	235
Totals	5,768,680	2,794,290	3,861,300	1,429,713	2,559,666	886,994	91,049	26,499
Totals (1890-90)	b 5,132,948	b 2,510,847	3,402,420	1,296,959	2,165,249	813,710	78,903	24,072

a Approximately.

b United States Census.

12 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Common-school statistics, 1895-96.

POPULATION, ENROLLMENT, AVERAGE DAILY ATTENDANCE, NUMBER AND SEX OF TEACHERS.

State or Territory.	Estimated total population in 1896.	Pupils enrolled in the common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
United States.....	70,595,321	14,379,078	20.37	9,747,015	130,866	269,959	400,325
North Atlantic Division...	19,520,400	3,463,912	17.75	2,394,190	18,619	78,448	97,067
South Atlantic Division...	9,667,000	2,000,214	20.69	1,250,885	20,166	24,953	45,119
South Central Division.....	12,747,200	2,689,598	21.10	1,794,984	31,328	27,990	59,318
North Central Division.....	24,827,541	5,510,463	22.19	3,809,542	54,042	123,890	177,922
Western Division.....	3,833,180	714,951	18.66	497,414	6,211	14,688	20,899
North Atlantic Division:							
Maine.....	655,600	134,140	20.46	94,912	a 1,268	a 5,518	a 6,786
New Hampshire (1894).....	389,000	82,437	16.05	42,030	280	2,907	3,187
Vermont.....	332,500	65,411	19.67	46,201	379	2,572	2,951
Massachusetts.....	2,547,000	424,353	16.66	321,685	1,078	11,197	12,275
Rhode Island.....	393,400	59,241	15.06	41,691	185	1,517	1,702
Connecticut.....	617,900	141,485	17.30	96,925	ab 433	ab 3,529	ab 3,962
New York.....	6,722,000	1,176,074	17.50	772,054	5,421	28,399	33,820
New Jersey.....	1,716,000	280,330	16.33	175,895	779	4,841	5,620
Pennsylvania.....	5,947,000	1,120,441	18.84	802,737	8,796	17,968	26,764
South Atlantic Division:							
Delaware (1892).....	173,200	33,174	19.16	a 22,693	a 218	a 622	a 840
Maryland.....	1,159,000	219,362	18.93	123,227	1,106	3,510	4,616
District of Columbia.....	273,600	42,464	15.30	32,153	136	895	1,031
Virginia.....	1,697,000	362,133	21.34	209,528	3,003	5,414	8,417
West Virginia.....	849,300	215,665	25.40	141,081	3,828	2,626	6,454
North Carolina.....	1,763,000	370,920	21.04	231,725	4,294	3,591	7,885
South Carolina.....	1,256,000	232,337	18.50	170,201	2,028	2,419	4,447
Georgia.....	2,015,000	423,786	21.04	254,142	4,507	4,414	8,921
Florida.....	480,900	100,373	20.87	66,135	1,046	1,462	2,508
South Central Division:							
Kentucky.....	1,993,000	400,126	20.08	286,861	4,962	5,247	10,209
Tennessee (1895).....	1,857,000	478,125	25.75	338,330	5,157	3,756	8,913
Alabama.....	1,709,000	319,526	18.70	a 204,000	4,260	2,921	7,181
Mississippi (1895).....	1,431,000	350,615	24.62	202,683	3,647	4,208	7,855
Louisiana.....	1,234,000	164,317	13.32	115,316	1,391	2,146	3,537
Texas.....	2,979,000	616,568	20.70	440,249	6,815	6,402	13,217
Arkansas.....	1,270,000	296,575	23.34	171,948	4,891	2,282	6,673
Oklahoma.....	274,200	63,686	23.23	35,597	705	1,028	1,733
North Central Division:							
Ohio.....	3,855,000	820,562	21.28	597,925	10,305	14,875	25,180
Indiana.....	2,289,000	543,665	23.75	401,702	7,130	7,754	14,884
Illinois.....	4,509,000	898,619	19.93	681,525	7,057	18,359	25,416
Michigan (1895).....	c 2,241,641	476,684	21.26	a 324,622	3,634	12,379	16,013
Wisconsin.....	2,054,000	412,514	20.09	a 271,000	2,440	9,894	12,334
Minnesota.....	1,641,000	354,657	21.62	230,596	2,544	8,975	11,519
Iowa.....	2,088,000	543,052	26.01	345,242	5,614	22,507	28,121
Missouri.....	3,005,000	664,947	22.13	436,388	5,913	8,931	14,844
North Dakota.....	303,600	57,098	18.80	38,478	1,043	1,984	3,027
South Dakota (1894).....	401,300	88,026	21.93	a 54,500	1,368	3,448	4,816
Nebraska.....	1,111,000	272,310	24.52	174,837	2,700	7,368	10,068
Kansas.....	1,329,000	378,339	28.48	252,727	4,294	7,406	11,700
Western Division:							
Montana.....	209,800	28,876	13.77	19,443	226	730	956
Wyoming.....	99,700	11,582	11.62	d 7,700	105	360	465
Colorado.....	544,200	94,686	17.40	62,410	747	2,174	2,921
New Mexico.....	177,200	23,359	13.18	15,937	341	243	584
Arizona.....	78,380	12,889	16.45	7,641	113	211	324
Utah.....	258,500	66,710	25.82	45,658	493	692	1,185
Nevada.....	41,500	7,267	17.51	5,312	48	242	290
Idaho.....	143,400	32,560	22.71	24,256	262	465	727
Washington.....	479,700	90,113	18.79	63,212	1,184	2,061	3,245
Oregon.....	378,800	87,212	23.03	61,721	1,287	2,030	3,317
California.....	1,422,000	259,667	18.27	184,124	1,405	5,480	6,885

a Approximately.

b In 1894-95.

c By State census.

d In 1893-94.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

13

Common-school statistics, 1895-96—Continued.

AVERAGE NUMBER DAYS TAUGHT, SALARIES OF TEACHERS, NUMBER AND VALUE
SCHOOLHOUSES, STATE AND LOCAL TAXATION.

State or Territory.	Average number of days the schools were kept.	Average monthly sala- ries of teachers.		Number of school- houses.	Value of public school property.	Raised from State taxes.	Raised from local taxes.
		Males.	Fe- males.				
United States.....	140.5	\$47.37	\$40.24	240,968	\$455,948,164	\$35,280,153	\$123,219,526
North Atlantic Division..	175.5	61.18	44.81	43,548	178,586,922	12,506,921	47,750,880
South Atlantic Division..	107.8	33.15	30.66	35,185	19,315,946	4,104,827	5,677,447
South Central Division...	93	40.84	34.78	47,366	20,588,290	8,087,066	3,416,064
North Central Division...	151.6	47.53	38.23	102,350	200,133,720	7,061,870	58,095,513
Western Division.....	142	60.03	52.87	12,519	37,323,285	3,219,069	8,279,622
North Atlantic Division:							
Maine.....	136	43.89	31.94	4,196	3,738,506	515,742	1,076,584
N. Hampshire (1893-94) ..	124.75	49.78	27.36	1,998	3,086,824	86,817	729,176
Vermont.....	154	38.68	26.72	2,256	1,600,000	88,258	766,529
Massachusetts.....	186	136.03	50.30	a 4,539	36,780,727	0	11,636,863
Rhode Island.....	190	100.53	50.46	516	4,147,279	118,034	1,170,782
Connecticut.....	187.47	84.65	42.34	1,633	8,829,146	261,664	1,968,170
New York.....	175	b 72.67	b 52.17	12,027	60,333,126	3,748,744	15,141,044
New Jersey.....	184	83.03	48.13	1,763	11,928,227	2,196,240	2,683,708
Pennsylvania.....	159.6	44.78	38.28	14,620	48,143,088	5,491,422	12,578,024
South Atlantic Division:							
Delaware (1891-92)....	b 160	b 36.60	b 34.08	a 497	904,426	b c 6,000	b d 209,000
Maryland.....	182	b e 48.00	b e 40.40	a 2,389	b 4,000,000	574,057	1,458,334
District of Columbia...	182	b e 111.62	b e 69.00	114	3,260,000	0	1,050,369
Virginia.....	119	40.93	26.91	6,977	3,070,010	915,430	813,220
West Virginia.....	111			5,475	3,227,141	330,995	1,219,976
North Carolina.....	65.4	25.38	21.40	6,603	1,003,165	705,166	15,258
South Carolina.....	71.4	23.44	22.41	4,140	746,676	484,811	83,323
Georgia.....	e 110.5			6,752	2,476,188	b 958,940	380,245
Florida.....	102	37.51	32.48	2,238	628,340	129,728	447,722
South Central Division:							
Kentucky.....	e 115	44.03	37.18	8,211	4,216,750	1,804,360	1,079,254
Tennessee (1894-95) ..	92.4	b 31.88	b 26.18	7,212	3,092,503	1,240,176	(f)
Alabama.....	69.2			7,039	1,373,000	350,000	(f)
Mississippi (1894-95) ..	105.4	31.70	26.55	6,264	1,636,055	923,500	176,256
Louisiana.....	105.8	34.67	30.95	2,894	b 930,000	315,452	488,595
Texas.....	92.8	g 56.71	g 46.48	10,126	7,289,184	2,839,751	801,623
Arkansas.....	69.68	32.77	29.55	4,440	1,679,338	490,549	698,650
Oklahoma.....	80			1,180	371,460	h 123,278	171,686
North Central Division:							
Ohio.....	166	42.00	39.00	13,072	40,175,975	1,741,649	9,941,618
Indiana.....	i 142.5	48.25	40.25	i 9,890	i 18,867,494	1,708,008	3,911,440
Illinois.....	157.9	59.76	50.63	12,632	43,765,475	1,000,000	13,133,810
Michigan (1894-95) ..	158.2	46.17	35.09	7,835	16,766,882	570,081	4,461,875
Wisconsin.....	i 160	65.27	32.21	i 6,795	i 11,100,000	b 657,848	3,870,286
Minnesota.....	155.6	47.30	34.96	6,670	14,271,771	b 702,518	3,264,362
Iowa.....	160	38.28	32.23	13,686	15,867,425	0	7,456,035
Missouri.....	140	49.50	42.50	10,076	15,032,082	686,802	5,006,683
North Dakota.....	107.5	40.29	34.84	2,032	1,926,420	154,964	620,903
S. Dakota (1893-94)...	b 136			3,524	3,434,805	0	1,006,968
Nebraska.....	158.9	44.53	37.58	6,720	8,779,760	b 140,000	b 2,090,125
Kansas.....	120	43.82	35.58	9,418	10,145,631	0	3,331,408
Western Division:							
Montana.....	149.2	b 64.13	b 49.72	591	1,933,395	0	677,301
Wyoming.....	b 90	58.04	45.89	306	428,706	0	189,144
Colorado.....	159.7	b 64.07	b 53.74	1,654	5,859,477	0	1,993,384
New Mexico.....	91			a 492	264,430	0	161,494
Arizona.....	126.8	72.90	66.26	a 293	428,935	h 190,743	11,235
Utah.....	152	65.21	44.00	942	2,471,338	253,734	572,554
Nevada.....	147	97.77	62.10	225	298,414	10,324	75,232
Idaho.....	104.	58.52	46.31	658	712,661	0	255,619
Washington.....	89.2	44.56	38.14	1,890	4,837,413	0	828,191
Oregon.....	b 109	45.16	37.42	1,940	2,968,312	0	997,640
California.....	174	i 80.19	i 65.42	3,528	17,100,184	2,764,868	2,517,828

a Number of schools. b Approximately. c State appropriation for colored schools. d 1889-90.
e In 1891-95. f Not reported. g In 1892-93. h Includes county taxes. i In 1893-94.

14 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Common-school statistics, 1895-96—Continued.

EXPENDITURES FOR SITES, BUILDINGS, AND FURNITURE, FOR TEACHERS' SALARIES, AND FOR OTHER PURPOSES.

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Expended per pupil of average attendance.
United States.....	\$32,408,270	\$116,377,778	\$35,667,732	\$184,453,780	\$2.61	\$18.92
North Atlantic Division....	16,107,841	38,252,602	13,328,100	67,688,543	3.47	28.28
South Atlantic Division....	1,226,576	8,505,125	1,374,457	11,106,158	1.15	8.88
South Central Division....	1,208,631	10,898,412	1,187,403	13,294,446	1.04	7.41
North Central Division....	12,126,785	49,790,057	16,935,423	78,852,265	3.18	20.70
Western Division.....	1,738,437	8,931,582	2,842,349	13,512,368	3.53	27.17
North Atlantic Division:						
Maine.....	296,951	1,107,818	233,829	1,638,598	2.50	17.27
New Hampshire(1893-94).....	163,691	622,944	134,168	920,803	2.37	21.92
Vermont.....	189,371	599,069	279,287	1,067,727	3.21	23.08
Massachusetts.....	2,905,483	6,990,037	1,833,671	11,829,191	4.65	36.78
Rhode Island.....	508,435	884,935	235,219	1,628,589	4.14	39.06
Connecticut.....	516,692	1,748,475	531,604	2,796,831	3.42	28.86
New York.....	6,599,428	13,618,228	2,855,174	23,173,830	3.45	30.02
New Jersey.....	830,865	3,057,860	1,082,719	4,971,444	2.90	28.26
Pennsylvania.....	4,096,925	9,622,236	5,942,369	19,661,530	3.31	24.49
South Atlantic Division:						
Delaware(1889-90) ^a	623,795	225,000	26,205	275,000	1.63	13.99
Maryland.....	406,643	1,853,045	274,663	2,534,351	2.19	20.57
District of Columbia.....	166,398	714,367	169,604	1,050,369	3.79	32.67
Virginia.....	170,105	1,443,774	205,684	1,819,563	1.07	8.69
West Virginia.....	223,071	1,112,513	458,065	1,793,649	2.11	12.72
North Carolina.....	53,172	705,416	58,974	817,562	.46	3.53
South Carolina.....	26,180	458,788	44,860	529,828	.42	3.11
Georgia.....	125,295	1,488,423	75,191	1,686,909	.84	6.64
Florida.....	31,917	505,799	61,211	598,927	1.25	9.06
South Central Division:						
Kentucky.....	415,357	2,372,214	131,474	2,919,045	1.47	10.18
Tennessee(1894-95).....	128,401	1,321,379	138,114	1,587,894	.86	4.69
Alabama(1893-94).....	18,230	618,668	26,461	663,359	.39	3.58
Mississippi(1894-95).....	37,314	1,108,013	127,173	1,272,500	.89	6.28
Louisiana.....	130,926	803,151	322,519	1,256,596	1.02	10.90
Texas.....	256,346	3,404,054	336,378	3,996,778	1.34	9.08
Arkansas.....	127,031	1,054,364	51,591	1,232,986	.97	7.17
Oklahoma.....	95,026	216,589	58,693	365,288	1.33	10.26
North Central Division:						
Ohio.....	1,121,487	8,317,424	2,888,008	12,326,919	3.20	20.62
Indiana.....	1,556,551	4,767,531	778,792	7,102,874	3.10	17.69
Illinois.....	3,542,701	9,958,935	2,699,485	16,201,121	3.55	23.77
Michigan(1894-95).....	976,440	3,963,082	1,488,481	6,428,003	2.87	19.80
Wisconsin.....	732,653	3,394,486	2,549,685	6,676,824	3.25	24.64
Minnesota.....	986,891	3,279,123	954,192	5,200,206	3.17	22.55
Iowa.....	746,945	5,205,287	1,946,792	7,899,024	3.78	22.88
Missouri.....	1,454,349	4,205,122	1,035,032	6,694,503	2.23	15.34
North Dakota.....	182,353	586,774	356,766	1,125,893	3.71	29.26
South Dakota(1893-94).....	184,900	914,046	588,972	1,687,918	4.21	30.97
Nebraska.....	339,451	2,261,007	775,327	3,375,785	3.04	19.31
Kansas.....	322,064	2,937,240	873,891	4,133,195	3.11	16.36
Western Division:						
Montana.....	203,769	418,841	120,566	743,176	3.54	38.22
Wyoming.....	29,118	153,269	28,948	211,335	2.12	27.45
Colorado.....	243,500	1,319,921	720,762	2,384,183	4.38	38.19
New Mexico.....	18,321	142,130	21,792	182,243	1.03	11.44
Arizona.....	23,416	152,438	38,155	214,009	2.73	28.00
Utah.....	142,942	515,829	190,959	849,730	3.29	18.61
Nevada.....	20,203	164,827	21,928	206,958	4.99	38.96
Idaho.....	32,828	218,728	44,801	296,357	2.07	12.22
Washington.....	140,079	769,150	516,280	1,425,509	2.97	22.55
Oregon.....	173,845	784,968	228,296	1,187,109	3.16	19.40
California.....	610,416	4,291,481	899,862	5,801,759	4.08	31.51

^a Approximately.

^b Includes city of Wilmington only.

^c Report incomplete.

^d In 1893-94.

^e In 1894-95.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

15

Statistics of secondary education, 1895-96.

INSTRUCTORS AND STUDENTS IN PUBLIC HIGH SCHOOLS AND IN PRIVATE HIGH SCHOOLS AND ACADEMIES.

State or Territory.	Public high schools.					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary stu- dents.		Num- ber.	Secondary teachers.		Secondary stu- dents.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
United States.....	4,974	7,226	8,474	157,942	222,551	2,106	3,984	4,768	53,491	53,163
North Atlantic Division.....	1,185	1,825	2,935	48,263	66,468	671	1,758	2,069	21,618	19,297
South Atlantic Division.....	366	451	493	8,550	12,266	443	643	740	9,385	9,199
South Central Division.....	536	684	618	11,923	15,969	489	657	734	10,655	11,592
North Central Division.....	2,674	3,847	4,023	80,390	115,244	378	735	942	9,426	10,213
Western Division.....	213	419	405	8,816	12,604	125	191	283	2,407	2,862
North Atlantic Division:										
Maine.....	120	131	138	3,092	4,077	35	68	89	1,551	1,590
New Hampshire.....	49	53	78	1,364	1,795	25	87	56	1,127	714
Vermont.....	51	50	92	1,293	1,694	26	57	83	1,159	1,058
Massachusetts.....	219	420	703	12,694	15,933	98	235	352	3,163	2,758
Rhode Island.....	14	59	60	1,111	1,608	11	24	48	354	344
Connecticut.....	66	108	184	2,727	3,433	59	107	158	1,120	1,490
New York.....	343	450	1,030	14,732	19,474	202	567	689	5,181	5,468
New Jersey.....	73	121	216	3,023	4,778	70	204	293	2,441	1,516
Pennsylvania.....	250	433	464	8,227	13,676	145	409	391	5,513	4,359
South Atlantic Division:										
Delaware.....	13	15	24	462	635	3	8	11	119	146
Maryland.....	45	62	72	1,456	1,874	45	83	144	824	1,162
District of Columbia.....	4	43	54	885	1,498	16	24	79	157	560
Virginia.....	75	75	110	1,661	2,170	87	138	127	1,689	1,438
West Virginia.....	22	26	20	390	646	18	29	33	465	475
North Carolina.....	14	15	14	337	432	137	188	134	3,039	2,109
South Carolina.....	61	66	53	975	1,104	38	44	57	701	806
Georgia.....	108	114	128	1,963	3,310	89	121	130	2,297	2,278
Florida.....	24	35	18	421	597	10	8	25	94	225
South Central Division:										
Kentucky.....	58	84	82	1,629	2,295	84	123	168	1,706	2,013
Tennessee.....	93	115	75	1,859	2,504	114	161	129	2,700	2,428
Alabama.....	57	63	55	975	1,429	77	86	79	1,506	1,306
Mississippi.....	84	93	85	1,469	1,681	65	82	92	1,417	1,708
Louisiana.....	20	32	43	502	935	27	19	72	302	772
Texas.....	166	227	223	4,163	5,578	79	132	149	2,254	2,560
Arkansas.....	52	61	46	1,142	1,368	32	43	32	651	634
Oklahoma.....	3	3	5	74	129	2	2	3	17	37
Indian Territory.....	3	6	4	110	50	9	9	10	102	134
North Central Division:										
Ohio.....	558	802	661	15,502	20,797	56	107	148	981	1,312
Indiana.....	315	507	318	8,117	10,867	22	37	75	541	934
Illinois.....	319	554	552	11,321	18,205	59	115	171	1,525	1,823
Michigan.....	281	367	581	9,834	13,747	17	28	65	481	684
Wisconsin.....	185	248	316	6,096	8,203	24	70	68	894	586
Minnesota.....	101	172	279	4,337	6,476	29	69	75	881	622
Iowa.....	329	403	561	9,818	13,961	38	70	78	1,105	1,031
Missouri.....	169	277	306	5,949	9,275	87	144	165	2,075	2,288
North Dakota.....	21	22	27	403	530	4	4	5	43	30
South Dakota.....	31	32	33	580	850	7	13	16	124	106
Nebraska.....	197	237	197	4,321	6,268	14	32	34	243	314
Kansas.....	168	226	192	4,112	6,065	21	46	42	533	483
Western Division:										
Montana.....	16	17	26	390	656	3	0	5	0	85
Wyoming.....	5	4	10	109	164	2	2	4	18	28
Colorado.....	41	93	88	1,524	2,316	8	13	16	114	247
New Mexico.....	7	8	8	87	144	5	7	6	87	46
Arizona.....	2	5	1	49	71					
Utah.....	2	12	9	229	359	14	25	22	671	532
Nevada.....	4	4	6	103	190	1	0	1	0	13
Idaho.....	7	10	5	109	141	3	5	2	77	63
Washington.....	31	47	46	980	1,360	14	15	29	208	324
Oregon.....	13	22	24	597	867	15	31	36	329	340
California.....	85	197	182	4,639	6,336	60	93	162	903	1,184

*Statistics of higher education, 1895-96.*INSTRUCTORS AND STUDENTS IN THE PUBLIC AND PRIVATE NORMAL SCHOOLS
OF THE UNITED STATES.

State or Territory.	Public normal schools.					Private normal schools.				
	Num- ber.	Teachers of normal students.		Students in normal courses.		Num- ber.	Teachers of normal students.		Students in normal courses.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
United States.....	160	709	951	11,922	28,499	169	539	415	10,472	10,305
North Atlantic Division.....	27	296	500	4,691	12,438	11	45	58	412	671
South Atlantic Division.....	23	55	64	895	2,624	38	78	109	928	1,473
South Central Division.....	26	69	66	1,273	1,898	41	107	98	1,823	1,722
North Central Division.....	41	223	255	4,437	9,230	72	279	140	6,921	5,838
Western Division.....	13	66	66	626	2,309	7	30	20	388	601
North Atlantic Division:										
Maine.....	6	12	22	191	646	2	1	3	70	89
New Hampshire.....	1	4	3	1	90					
Vermont.....	3	4	14	46	311					
Massachusetts.....	9	84	62	70	1,177	3	3	14	0	172
Rhode Island.....	1	3	7	2	224					
Connecticut.....	4	7	47	9	544	1	2	10	0	31
New York.....	14	71	165	1,208	4,379	1	19	23	7	90
New Jersey.....	4	14	18	62	685					
Pennsylvania.....	15	147	162	3,102	4,382	4	20	8	335	289
South Atlantic Division:										
Delaware.....	1	0	1	0	20	1	2	1	13	8
Maryland.....	1	4	6	21	393	2	2	2	15	27
District of Columbia.....	2	2	10	10	82	1	0	2	0	20
Virginia.....	3	9	16	93	395	8	31	59	271	432
West Virginia.....	5	16	11	391	438	4	14	7	137	232
North Carolina.....	6	10	6	157	750	9	12	15	179	275
South Carolina.....	1	1	2	0	150	5	5	11	121	248
Georgia.....	2	7	10	140	310	4	3	5	93	130
Florida.....	2	6	2	83	86	4	9	7	99	101
South Central Division:										
Kentucky.....	2	3	8	33	110	10	21	12	488	383
Tennessee.....	3	12	10	218	212	10	26	21	529	533
Alabama.....	9	24	20	434	603	4	25	20	230	219
Mississippi.....	5	8	1	255	241	7	14	9	278	289
Louisiana.....	2	3	12	69	280					
Texas.....	1	5	11	119	301	7	14	18	187	210
Arkansas.....	3	9	1	76	40	3	7	8	111	88
Oklahoma.....	1	5	3	69	109					
Indian Territory.....										
North Central Division:										
Ohio.....	6	13	32	141	528	11	49	14	1,547	889
Indiana.....	3	19	12	420	652	10	46	38	1,917	1,392
Illinois.....	3	27	28	526	1,032	9	28	10	762	722
Michigan.....	3	24	25	220	771	4	5	7	177	354
Wisconsin.....	6	36	50	806	1,515	2	12	4	43	82
Minnesota.....	5	27	34	326	1,110	2	6	1	57	15
Iowa.....	4	20	14	409	875	16	47	31	737	899
Missouri.....	5	26	23	908	1,215	7	19	6	460	347
North Dakota.....	2	9	7	138	169					
South Dakota.....	2	5	14	120	308	1	5	4	64	40
Nebraska.....	1	5	5	45	75	4	33	13	583	657
Kansas.....	1	12	11	378	980	6	29	12	574	491
Western Division:										
Montana.....						1	2	1	10	13
Wyoming.....										
Colorado.....	1	11	8	97	322	1	4	4	13	171
New Mexico.....	1	2	2	13	40					
Arizona.....	1	2	2	58	77					
Utah.....						1	17	5	297	228
Nevada.....										
Idaho.....	2	6	2	26	67					
Washington.....	2	7	12	133	263					
Oregon.....	2	13	5	143	209	1	4	0	65	70
California.....	4	25	35	156	1,831	3	3	10	3	124

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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*Statistics of higher education, 1895-96—Continued.*INSTRUCTORS AND STUDENTS IN COEDUCATIONAL COLLEGES AND UNIVERSITIES
AND IN COLLEGES FOR MEN ONLY.

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
		Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	
United States.....	484	7,396	1,558	32,122	14,892	52,794	15,835	3,762	911	\$17,918,174
North Atlantic Division.....	79	2,234	103	5,601	653	18,971	2,077	1,551	225	7,471,370
South Atlantic Division.....	70	818	154	3,349	1,223	5,746	998	379	12	1,502,202
South Central Division.....	87	814	307	5,409	3,415	6,938	2,298	148	85	1,504,301
North Central Division.....	201	2,919	821	14,666	7,766	17,905	8,693	1,458	498	6,132,395
Western Division.....	47	611	173	3,097	1,835	3,234	1,769	226	91	1,307,906
North Atlantic Division:										
Maine.....	3	42	0	0	0	507	161	0	0	115,618
New Hampshire.....	1	31	0	0	0	386	0	7	2	82,638
Vermont.....	2	36	0	0	0	257	91	1	1	100,444
Massachusetts.....	9	367	8	451	25	3,489	347	437	43	1,676,256
Rhode Island.....	1	75	0	0	0	654	96	85	24	150,936
Connecticut.....	3	197	0	0	0	2,091	59	169	23	852,146
New York.....	22	793	24	3,218	98	4,863	668	483	101	2,576,396
New Jersey.....	4	128	5	178	30	1,280	0	126	0	313,500
Pennsylvania.....	34	567	66	1,754	500	5,444	655	243	31	1,603,436
South Atlantic Division:										
Delaware.....	1	10	0	0	0	71	0	0	0	38,362
Maryland.....	10	176	16	529	93	771	104	253	0	255,037
District of Columbia.....	6	135	10	434	36	450	101	88	9	294,086
Virginia.....	10	144	17	488	59	1,156	226	2	0	340,292
West Virginia.....	3	28	10	145	0	226	75	1	0	82,598
North Carolina.....	15	140	24	668	361	1,313	203	28	2	185,275
South Carolina.....	9	68	4	224	80	648	46	4	0	109,826
Georgia.....	10	75	40	583	385	928	170	0	0	117,048
Florida.....	6	42	33	278	209	183	73	3	1	79,078
South Central Division:										
Kentucky.....	13	131	30	910	532	1,202	284	3	4	215,209
Tennessee.....	24	218	108	1,553	1,094	1,954	688	62	3	434,143
Alabama.....	9	77	13	273	204	738	113	0	0	114,079
Mississippi.....	5	40	9	240	105	512	69	30	4	76,643
Louisiana.....	9	121	45	639	509	679	237	45	68	240,847
Texas.....	14	135	53	889	387	1,183	505	8	6	285,974
Arkansas.....	10	84	87	761	458	606	394	0	0	124,013
Oklahoma.....	1	5	2	72	61	7	3	0	0	25,000
Indian Territory.....	2	3	10	72	65	14	5	0	0	8,893
North Central Division:										
Ohio.....	37	556	157	3,003	1,221	3,283	1,554	354	51	1,059,363
Indiana.....	15	264	41	1,014	352	1,597	654	94	21	450,060
Illinois.....	31	598	136	2,636	1,378	3,334	1,497	542	238	1,595,180
Michigan.....	11	193	64	940	598	1,871	989	67	24	562,248
Wisconsin.....	9	193	23	717	150	1,308	551	53	26	525,660
Minnesota.....	10	164	38	460	277	1,396	654	110	34	368,955
Iowa.....	23	221	106	1,517	984	1,407	822	67	41	387,405
Missouri.....	28	833	124	2,024	1,020	1,751	810	35	15	623,921
North Dakota.....	3	20	9	191	179	64	35	2	1	42,245
South Dakota.....	6	44	24	278	270	108	76	6	4	25,486
Nebraska.....	10	110	43	830	536	778	535	50	26	235,547
Kansas.....	18	223	56	1,056	801	1,008	536	48	17	270,327
Western Division:										
Montana.....	3	13	13	96	76	19	8	0	0	26,900
Wyoming.....	1	10	2	35	62	11	9	1	0	40,826
Colorado.....	5	52	16	372	220	267	145	36	11	125,027
New Mexico.....	1	5	3	37	42	0	0	0	0	14,220
Arizona.....	1	19	3	49	27	10	13	1	0	46,605
Utah.....	2	36	10	356	306	83	86	3	0	73,700
Nevada.....	1	15	3	38	10	82	51	2	4	105,000
Idaho.....	1	13	3	141	83	23	19	0	0	41,902
Washington.....	9	74	28	372	251	409	267	4	1	126,305
Oregon.....	8	57	34	499	362	208	194	6	3	79,330
California.....	15	317	58	1,102	396	2,122	977	173	72	628,091

STATEMENT OF THE COMMISSIONER OF EDUCATION. 19

Statistics of higher education, 1895-96—Continued.

INSTRUCTORS AND STUDENTS IN COLLEGES AND SEMINARIES FOR WOMEN WHICH
CONFER DEGREES.

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
United States	162	678	1,874	5,145	14,039	384	\$3,456,983
North Atlantic Division	24	266	459	1,202	4,287	210	1,402,383
South Atlantic Division	53	207	512	1,043	4,650	74	732,325
South Central Division	54	129	513	1,682	3,593	71	651,108
North Central Division	29	71	352	1,126	1,478	27	583,762
Western Division	2	5	38	92	31	2	87,405
North Atlantic Division:							
Maine	2	9	13	246	53	1	15,800
New Hampshire	1	4	8	129	15	0	20,000
Vermont							
Massachusetts	5	126	167	8	2,423	89	614,200
Rhode Island							
Connecticut							
New York	5	50	130	565	931	61	454,436
New Jersey	2	22	13	25	37	0	11,118
Pennsylvania	9	55	128	229	828	59	286,829
South Atlantic Division:							
Delaware							
Maryland	5	34	58	17	420	12	122,521
District of Columbia							
Virginia	18	67	157	325	1,141	9	195,564
West Virginia	1	0	3	18	17		3,500
North Carolina	8	20	77	188	635	8	114,000
South Carolina	9	37	85	227	831	20	96,500
Georgia	12	49	132	268	1,606	25	200,240
Florida							
South Central Division:							
Kentucky	11	25	102	231	799	11	133,300
Tennessee	13	45	158	477	1,039	22	196,900
Alabama	12	22	135	179	800	11	141,900
Mississippi	12	26	98	441	654	21	116,408
Louisiana	3	6	20	104	121	1	19,300
Texas	2	4	20	200	130	5	37,300
Arkansas	1	1	10	50	50	0	6,000
Oklahoma							
Indian Territory							
North Central Division:							
Ohio	7	11	107	243	356	2	160,750
Indiana	1	1	12	75	25		16,000
Illinois	5	10	71	266	220	4	156,405
Michigan							
Wisconsin	1	0	13	145	31	2	32,000
Minnesota	1	0	7	5	24		3,550
Iowa							
Missouri	12	44	121	307	764	19	184,857
North Dakota							
South Dakota							
Nebraska							
Kansas	2	5	21	85	58		30,200
Western Division:							
Montana							
Wyoming							
Colorado							
New Mexico							
Arizona							
Utah							
Nevada							
Idaho							
Washington							
Oregon							
California	2	5	38	92	31	2	87,405

Summary of statistics of professional and allied schools, 1895-96.

State or Territory.	Theological.			Law.			Medical (regular and homeopathic).		
	Schools.	Instruct-ors.	Stu-dents.	Schools.	Instruct-ors.	Stu-dents.	Schools.	Instruct-ors.	Stu-dents.
United States	144	889	8,017	73	658	9,780	136	3,395	21,955
North Atlantic Division ..	45	344	2,940	12	216	3,342	26	744	6,755
South Atlantic Division ..	19	113	870	17	92	1,459	22	449	2,720
South Central Division ..	17	72	898	13	59	566	20	357	2,832
North Central Division ..	57	305	3,197	25	231	3,927	58	1,626	8,909
Western Division	6	35	112	6	60	487	10	219	739
North Atlantic Division:									
Maine	2	12	84				2	28	147
New Hampshire							1	13	143
Vermont							1	25	185
Massachusetts	7	66	413	2	30	822	4	165	977
Rhode Island									
Connecticut	3	34	190	1	32	224	1	12	125
New York	12	96	890	7	126	1,870	11	310	2,672
New Jersey	5	34	479						
Pennsylvania	16	102	884	2	28	426	6	191	2,506
South Atlantic Division:									
Maryland	4	39	415	2	6	122	7	179	1,255
District of Columbia ..	3	21	74	5	50	874	5	125	430
Virginia	4	18	164	3	8	229	3	70	499
West Virginia				1	3	92			
North Carolina	3	15	56	2	6	64	3	16	107
South Carolina	3	11	49	1	1	17	1	10	90
Georgia	2	9	112	3	18	60	3	49	339
South Central Division:									
Kentucky	4	27	564	1	4	44	5	104	1,156
Tennessee	8	33	220	6	29	221	9	143	863
Alabama	2	4	53	1	3	20	2	35	155
Mississippi				1	5	40			
Louisiana	1	1	12	1	5	62	2	28	358
Texas	2	7	49	2	7	157	1	21	214
Arkansas				1	6	22	1	26	86
North Central Division:									
Ohio	13	71	490	5	43	389	12	297	1,597
Indiana	4	18	149	4	20	800	3	84	380
Illinois	12	89	1,321	6	47	1,066	10	430	2,397
Michigan	4	17	76	2	41	776	4	113	859
Wisconsin	4	24	223	1	8	225	2	62	170
Minnesota	7	31	272	1	15	872	3	97	339
Iowa	5	12	209	2	15	299	6	92	749
Missouri	5	30	410	2	21	296	15	370	2,204
Nebraska	3	13	47	1	14	83	2	56	169
Kansas				1	7	121	1	25	65
Western Division:									
Colorado	2	11	37	2	38	73	4	92	223
Oregon				2	16	97	2	32	96
California	4	24	75	2	6	317	4	95	420

a Not including 634 students in eclectic schools, 99 in physiomedical, nor 1,749 in post-graduate schools.

General summary of statistics of professional and allied schools for 1895-96.

Class of schools.	Schools.	Instructors.	Students.	Graduates.
Theological	144	889	8,017	1,681
Law	73	658	9,780	2,981
Medical	155	3,936	24,437	4,947
Dental	46	854	6,399	1,515
Pharmaceutical	44	354	3,873	1,083
Veterinary	10	139	382	124
Nurse training	177		5,084	1,773
Total	649	6,810	57,982	14,114

Summary of statistics of medical schools, by classes, for 1895-96.

Class of schools.	Schools.	Instructors.	Students.	Graduates.
Regular	116	2,902	19,999	4,261
Homeopathic	20	493	1,956	496
Eclectic	8	166	634	169
Physiomedical	2	43	99	22
Graduate	9	332	1,749	0
Total	155	3,936	24,437	4,947

Statistics for 1895-96 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands or a part of the proceeds arising from the sale thereof, or both.

Name of institution and its post-office address.	Name of president.	Faculty.		Students, by departments.								Property.					
		Staff of experiment station.		Prepara- tory.		Collegi- ate.		Post gradu- ate.		All other depart- ments of college or affiliated depart- ments.		Library.		Value of farm lands.	Acres under cultivation.	Value of build- ings and equip- ments of agricul- tural and me- chanical depart- ments.	
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.				
Alabama Agricultural and Mechanical College, Auburn, Ala.	William Leroy Brown.....	11	27	0	33	0	249	7	9	0	380	0	9,757	9,000	92	\$2,500	\$182,446
University of Arizona (agricultural and mechanical department), Tucson, Ariz.	Howard Billman.....	7	19	3	35	23	24	17	1	0	0	0	1,720	0	60	3,000	120,860
Arkansas Industrial University, Fayetteville, Ark.	John L. Buchanan.....	7	24	7	124	0	43	0	2	0	386	0	7,242	4,864	80	9,600	237,000
University of California (agricultural and mechan- ical department), Berkeley, Cal.	Martin Kellogg.....	8	51	0	0	0	294	21	18	2	1,091	621	63,475	.....	100	12,322	1,028,783
Colorado Agricultural College, Fort Collins, Colo.	Alston Ellis.....	7	19	4	34	18	127	50	0	3	0	0	10,000	8,000	225	32,900	174,512
Storrs Agricultural College, Storrs, Conn.	B. F. Koons.....	5	8	3	0	0	120	18	0	0	0	0	4,591	0	100	15,000	67,491
Delaware College (agricultural and mechanical de- partment), Newark, Del.	Albert N. Raub.....	6	10	0	0	0	36	0	0	0	35	0	7,590	7,188	4	3,000	109,356
Florida Agricultural College, Lake City, Fla.	O. Cluts.....	10	12	6	36	15	113	36	3	0	0	0	2,575	2,100	130	3,635	8,863
State College of Agriculture and Mechanic Arts (University of Georgia), Athens, Ga.	H. C. White.....	21	0	0	0	0	112	0	3	0	1,904	0	28,000	7,390	50	10,000	550,000
University of Idaho, Moscow, Idaho.	F. B. Gault.....	7	13	3	141	83	23	19	.....	20	0	0	3,500	9,500	375	10,000	145,000
University of Illinois (agricultural and mechanical department), Urbana, Ill.	Andrew S. Draper.....	10	75	7	119	32	4510	126	16	12	0	0	28,500	6,300	621	100,000	685,000
Purdue University of Indiana, Lafayette, Ind.	James H. Smart.....	10	44	5	0	0	423	0	13	1	138	68	6,739	2,797	149	70,000	505,000
Iowa Agricultural College, Ames, Iowa.	W. M. Beardshear.....	14	33	13	18	6	393	109	10	4	22	20	12,000	4,000	300	27,000	475,000
Kansas Agricultural College, Manhattan, Kans.	George T. Fairchild.....	14	27	8	0	0	404	211	15	17	.....	17	17,125	5,300	250	39,100	378,083
Kentucky Agricultural and Mechanical College, Lexington, Ky.	James K. Patterson.....	7	18	0	72	23	128	29	2	4	54	34	2,662	176	45	25,000	183,000
Louisiana State University (agricultural and me- chanical department), Baton Rouge, La.	J. W. Nicholson.....	22	20	0	126	0	135	0	5	0	0	0	18,500	300	310	33,300	125,000
Maine Agricultural and Mechanical College, Orono, Me.	A. W. Harris.....	11	23	1	0	0	343	10	4	0	0	0	9,326	3,000	120	9,325	85,600
Maryland Agricultural College, College Park, Md.	R. W. Sylvester.....	8	17	0	32	0	86	0	0	0	0	0	1,650	400	140	14,000	50,000
Massachusetts Agricultural College, Amherst, Mass.	Henry H. Goodell.....	19	18	0	0	0	161	0	15	0	0	0	17,365	0	260	45,000	218,859

^a Not including 31 men and 14 women in summer and in winter schools of agriculture.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1895-96 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands or a part of the proceeds arising from the sale thereof, or both—Continued.

Name of institution and its post-office address.	Name of president.	Faculty						Students, by departments.						Property.			
		Staff of experiment station.		Preparatory.		Collegiate.		Post-graduate.		All other departments of college or affiliated departments.		Library.	Acres under cultivation.	Value of lands.	Value of buildings and equipments of farm and mechanical departments.		
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.				
Massachusetts Institute of Technology, Boston, Mass.	Francis A. Walker.....	0	47	0	0	0	1108	75	4	0	0	42,466	12,770	0	0	\$735,000	
Michigan State Agricultural College, Agricultural College, Michigan.	J. L. Snyder.....	15	30	1	0	0	334	28	28	3	0	19,898	5,000	500	\$47,320	\$47,279	
University of Minnesota, Minneapolis, Minn.	Cyrus Northrop.....	10	50	3	0	0	486	59	0	0	1,350	572	44,000	17,000	210	300,000	330,000
Agricultural and Mechanical College of Mississippi, Agricultural College, Mississippi.	Stephen D. Lee.....	5	26	0	111	0	206	0	11	0	0	0	4,591	6,740	450	57,746	261,721
University of Missouri (agricultural and mechanical department), Columbia, Mo.	R. H. Jesse.....	10	49	1	0	0	199	14	5	0	433	104	25,126	30,122	320	141,106	222,500
School of Mines, Rolla, Mo.	Walter B. Richards.....	0	9	0	0	62	10	0	0	0	0	3,353	1,660	0	0	99,000	
Montana Agricultural College, Bozeman, Mont.	James Reid.....	5	9	4	44	15	21	20	0	0	19	48	1,850	1,000	170	10,000	23,000
University of Nebraska (agricultural and mechanical department), Lincoln, Nebr.	G. E. MacLean.....	14	39	7	99	23	204	24	23	3	42	3	33,000	.....	320	150,000	545,000
State University of Nevada (agricultural and mechanical department), Reno, Nev.	J. E. Stubbs.....	5	15	3	38	10	120	160	2	4	33	96	4,892	3,115	91	10,000	80,078
New Hampshire College of Agricultural and Mechanical Arts, Durham, N. H.	Chas. S. Markland.....	8	17	0	.....	.....	73	19	1	0	7	12	4,125	1,306	28	18,000	220,331
Rutgers Scientific School, New Brunswick, N. J.	Austin Scott.....	8	29	5	118	30	131	0	0	0	51	0	33,559	5,000	97	.....	.....
College of Agricultural and Mechanical Arts, Merilla Park, N. M.	Samuel P. McCrea.....	8	15	2	33	17	18	13	0	0	25	9	2,800	500	100	10,000	62,000
Agricultural College of Cornell University, Ithaca, N. Y.	J. G. Schurman.....	16	204	2	0	0	421	105	18	5	923	230	186,683	30,400	105	37,000	2,226,078
North Carolina Agricultural College, Raleigh, N. C.	Alexander Q. Holladay.....	8	17	0	29	0	292	0	9	0	0	0	1,750	325	82	8,000	83,524
North Dakota Agricultural College, Fargo, N. Dak.	J. H. Worst.....	11	14	1	97	26	32	23	2	0	0	0	2,750	700	0	25,000	97,500
Ohio State University (agricultural and mechanical department), Columbus, Ohio.	James H. Canfield.....	0	55	0	53	14	323	1	3	0	452	123	19,307	8,000	200	100,000	470,000
Oklahoma Agricultural College, Stillwater, Okla.	G. E. Morrow.....	6	9	1	53	35	42	25	0	0	0	0	2,670	1,400	160	5,000	32,500
State Agricultural College of Oregon, Corvallis, Oreg.	John M. Bloss.....	5	19	2	51	29	205	102	12	3	0	0	2,300	1,200	150	18,500	84,608

^aThirty-eight men and 3 women under nonresident instruction in agriculture.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Pennsylvania State College, State College, Pa.....	14	46	2	77	8	247	5	1	0	0	0	12,000	0	300	40,000	810,000
Rhode Island College of Agriculture and Mechanical Arts, Kingston, R. I.....	12	17	6	0	0	62	33	7	2	0	0	3,436	20,000	40	15,000	57,717
Clemson Agricultural College, Fort Hill, S. C.....	10	25	0	172	0	200	0	0	0	0	0	1,500	0	400	26,230	250,000
State Agricultural College of South Dakota, Brookings, S. Dak.....	9	18	3	24	9	144	60	9	4	66	0	4,655	8,248	370	9,250	80,000
University of Tennessee (agricultural and mechanical department), Knoxville, Tenn.....	8	23	0	0	0	236	90	8	1	103	0	14,048	10,900	118	106,370	170,645
Agricultural and Mechanical College of Texas, College Station, Tex.....	10	22	0	0	0	351	0	3	0	0	0	4,600	3,200	225	16,912	200,503
University of Vermont and State Agricultural College, Burlington, Vt.....	7	18	3	208	103	121	65	0	0	0	0	2,899	2,325	103	26,800	190,000
Virginia Agricultural College, Blacksburg, Va.....	8	27	0	33	0	279	0	24	0	0	0	2,800	550	350	30,000	199,000
Washington Agricultural College and School of Science, Pullman, Wash.....	8	19	2	101	63	97	44	0	0	0	0	3,532	1,300	236	15,000	78,400
West Virginia University (agricultural and mechanical department), Morgantown, W. Va.....	9	15	0	145	0	129	35	1	0	89	0	11,065	3,258	100	5,000	200,000
University of Wisconsin (agricultural and mechanical department), Madison, Wis.....	9	40	0	0	0	380	0	7	0	796	476	44,000	12,000	70	7,500	1,000,000
University of Wyoming (agricultural and mechanical department), Laramie, Wyo.....	7	9	2	4	0	3	0	0	0	0	0	3,382	2,150	180	9,540	135,000
INSTITUTIONS FOR THE COLORED RACE.																
Alabama Normal and Industrial School, Normal, Ala.....	12	0	175	18	9	0	0	0	0	35	193	4,153	1,200	130	10,000	38,743
Branch Normal College of Arkansas Industrial University, Pinebluff, Ark.....	3	0	0	0	0	40	0	0	0	119	44	2,777	802	20	.....	33,200
State College for Colored Students, Dover, Del.....	0	3	0	32	6	10	6	0	0	0	0	300	150	90	6,000	2,100
Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.....	0	6	6	20	47	0	0	0	0	0	0	636	300	91	7,105	19,300
Georgia Industrial College for Colored Youths, College, Ga.....	0	10	0	46	47	102	0	0	0	0	0	300	100	20	5,000	9,500
State Normal School for Colored Persons, Frankfort, Ky.....	0	2	2	6	0	9	0	0	0	35	62	717	166	5	1,000	12,565
Southern University and Agricultural and Mechanical College, New Orleans, La.....	0	6	7	134	104	165	97	0	0	0	0	717	452	40	6,000	52,972
Alcorn Agricultural and Mechanical College, Westside, Miss.....	0	13	0	287	8	48	1	0	0	0	0	2,825	4,250	80	2,500	67,100
Lincoln Institute, Jefferson City, Mo.....	0	5	2	113	106	0	0	0	0	0	0	.....	.....	15	2,300	11,000
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.....	0	7	0	34	16	17	0	0	0	0	0	600	300	20	8,000	42,500
Clafuin University, Agricultural College, and Mechanical Institute, Orangeburg, S. C.....	0	10	2	61	65	7	4	0	0	245	207	1,800	1,000	120	15,000	58,000
Prairie View State Normal School, Prairie View, Tex.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hampton Normal and Agricultural Institute, Hampton, Va.....	3	6	32	195	156	.....	.....	0	0	194	82	1,768	716	503	32,000	568,000
West Virginia Colored Institute, Farm, West Virginia.....	0	3	2	27	39	21	22	0	0	0	0	600	200	10	27,500	34,580

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Financial statistics for 1895-96 of institutions endowed by act of Congress in 1862 and 1890 with public lands or a part of the proceeds arising from the sale thereof, or both.

Name of institution.	Balance on hand July 1, 1896.	Receipts.				Expenditures.			
		State aid by endowment and appropriation.	Federal aid—			Fees and all other sources.	Instruction in the subjects specified in section 1, act of August 30, 1890.	Experiment station.	Instruction in all other departments.
			From act of July 2, 1862.	From act of August 30, 1890.	For support of experiment stations.				
Alabama Agricultural and Mechanical College.....	\$3,869	\$8,249	\$20,280	\$11,613	\$5,709	\$24,900	\$16,750	\$3,800	
University of Arizona (agricultural and mechanical department).....	10,238	8,896	0	21,000	1,708	22,161	14,987	400	
Arkansas Industrial University, Fayetteville, Ark.....	6,608	31,576	10,400	15,000	2,400	11,942	14,128	48,863	
University of California (agricultural and mechanical department).....	3,430	126,466	43,807	21,000	55,692	75,238	16,327	76,355	
Colorado Agricultural College.....	483	28,852	4,717	21,000	8,007	21,000	18,018	38,617	
Storer Agricultural College.....	1,906	37,000	14,683	7,500	1,407	13,987	7,500	0	
Delaware College.....	1,509	0	4,980	16,800	1,582	15,514	15,000	6,807	
Florida Agricultural College.....	0	7,500	9,107	10,500	2,512	10,463	15,000	3,856	
State College of Agriculture and Mechanic Arts, University of Georgia.....	1,085	21,233	16,954	14,000	0	20,900	15,000	6,000	
University of Idaho.....	5,548	333,300	24,713	21,000	257	21,444	15,000	2,350	
Purdue University of Indiana.....	0	66,000	17,000	21,000	50,581	208,302	18,083	38,900	
Iowa Agricultural College.....	17,319	36,913	46,596	21,000	57,184	121,327	16,369	17,211	
Kansas Agricultural College.....	4,895	19,427	27,359	21,000	36,565	66,798	14,088	73,119	
Kentucky Agricultural and Mechanical College.....	3,303	35,556	2,190	17,955	10,298	71,795	15,540	9,247	
Louisiana State University (agricultural and mechanical department).....	3,303	17,717	9,116	10,170	8,521	35,714	21,605	23,275	
Maine Agricultural and Mechanical College.....	480	20,000	5,915	21,000	19,611	14,469	15,000	26,461	
Maryland Agricultural College.....	486	6,000	6,142	21,000	29,848	24,922	15,777	23,511	
Massachusetts Agricultural College.....	579	29,214	7,300	14,000	1,000	23,587	15,000	1,438	
Massachusetts Institute of Technology.....	21,807	0	5,341	7,000	0	307,247	0	0	
Michigan State Agricultural College.....	41,639	13,161	43,071	21,000	12,835	45,911	17,592	39,574	
University of Minnesota.....	73,751	303,432	22,977	21,000	69,500	51,043	26,234	6,500	
Agricultural and Mechanical College of Mississippi.....	0	27,900	5,915	9,685	12,178	22,030	15,000	0	
University of Missouri (agricultural and mechanical department).....	182	0	16,508	19,858	4,251	25,573	15,814	0	
School of Mines, Rolla.....	13,766	17,559	4,126	4,965	1,384	21,379	1,200	0	
Montana Agricultural College.....	0	62,500	0	21,000	22,684	20,629	16,236	0	
University of Nebraska (agricultural and mechanical department).....	49,837	123,572	(b)	21,000	7,000	82,786	15,000	68,788	
State University of Nevada.....	5,973	54,000	c11,845	21,000	389	19,488	15,000	6,409	
New Hampshire College of Agriculture and Mechanic Arts.....	0	5,500	4,800	21,000	8,425	37,883	15,000	2,005	
Rutgers Scientific School.....	0	0	5,854	20,215	20,215	19,650	15,000	19,004	
College of Agriculture and Mechanic Arts, New Mexico.....	17,342	7,200	0	21,000	851	25,438	15,261	3,682	
Agricultural College of Cornell University.....	37,947	0	10,486	21,000	480,718	368,344	15,193	89,301	
North Carolina Agricultural College (for 1894-95).....	0	7,500	7,500	12,988	3,396	32,575	0	0	

	2,601	0	11,005	21,000	15,000	2,828	23,013	17,386	0
North Dakota Agricultural College	2,601	91,882	31,451	21,000	0	28,048	69,840	17,386	d 18,276
Ohio State University (agricultural and mechanical department)	4,190	2,817	0	21,000	15,000	544	10,769	14,987	0
Oklahoma Agricultural College	19,691	974	4,954	21,000	15,000	1,715	27,975	15,000	3,503
State Agricultural College of Oregon	3,342	166,517	25,637	21,000	15,000	17,804	29,075	15,000	27,870
Pennsylvania State College		50,000	(3,024)	21,000	15,000	0	29,461	15,000	2,000
Rhode Island College of Agriculture and Mechanic Arts	40,870	49,200	5,754	21,000	15,000	3,512	30,480	15,000	1,200
Clemson Agricultural College	13,040	6,435	0	21,000	15,000	5,005	22,510	15,000	10,178
State Agricultural College of South Dakota	26,292	28,000	23,960	21,000	15,000	9,399	22,803	16,998	31,223
University of Tennessee (agricultural and mechanical department)	0	23,000	14,280	15,750	15,000	4,192	17,152	16,468	8,000
Agricultural and Mechanical College of Texas		23,000	8,130	21,000	15,000	31,263	60,469	15,000	17,232
Agricultural College, Logan, Utah		6,000	20,659	14,000	15,000	13,704	14,000	20,886	11,000
University of Vermont and State Agricultural College	2,085	30,000	8,130	21,000	15,000	3,078	24,980	15,000	22,542
Virginia Agricultural College		50,019	6,048	16,000	15,000	10,490	16,516	25,355	1,188
West Virginia Agricultural College and School of Science	3,297	21,200	6,048	16,000	15,000	10,490	16,516	25,355	34,960
University of Wisconsin (agricultural and mechanical department)	25,847	195,000	17,000	21,000	15,000	161,600	127,910	30,000	38,366
University of Wyoming (agricultural and mechanical department)	4,785	3,600		21,000	15,000	583	23,130	15,287	
INSTITUTIONS FOR THE COLORED RACE.									
Alabama Normal and Industrial School		4,000		9,387		13,428	8,920		
Branch Normal College of Arkansas		4,950		5,727		384	3,014		5,279
Delaware College for Colored Students		0	0	4,200	0	1,450	5,700	0	0
Florida Normal and Industrial College for Colored Students		1,025		10,500	0	0	10,500	0	0
Georgia Industrial College for Colored Youth		1,296	6,000	7,000	0	504	7,216	0	0
Kentucky Normal School for Colored Persons				3,015		657	3,205		3,315
Southern University and Agricultural and Mechanical College		6,000		10,814			16,821	0	5,000
Alcorn Agricultural and Mechanical College		7,500		6,814		4,280	18,760		
Lincoln Institute		14,000	5,978	1,142			3,871		
North Carolina Agricultural and Mechanical College for the Colored Race		2,847		7,362		50	7,100		
Cliffin University, Agricultural College and Mechanical Institute		80				10,000	17,254		5,500
Prairie View Normal School		6,569		10,500					
Hampton Normal and Agricultural Institute		1,000	5,754						
West Virginia Colored Institute		7,150	10,329	7,000		142,167	104,056		
	5,440			5,000		263	4,049		

^a Not including \$100,000 from sale of bonds.

^b Included in column 3, but in 1893 reported as \$12,652 and estimated in 1894 as \$25,875, considering five-twelfths of the bond held by the university and agricultural fund as belonging to latter.

^c This probably is about half of the true amount received by the State treasury. The fund is \$95,000, invested in 4 per cent bonds.

^d Also \$87,889 for other expenditures.

^e This is really a State appropriation to meet claims of negro citizens on the 1862 fund, which goes to University of Georgia.

NOTE.—In the colleges endowed by the Government for the purpose of benefiting agriculture and the mechanic arts, which have, properly speaking, technical courses, the students were reported as follows: In agriculture, 2,881; mechanical engineering, 2,528; electrical engineering, 1,616; civil engineering, 1,527; architecture, 537; mining engineering, 424; veterinary science, 471; military science, 9,062.

PUBLICATIONS OF THE OFFICE OF EDUCATION DURING THE YEAR
ENDING JUNE 30, 1896.

Annual Report for 1893-94	20, 000
Annual Report for 1894-95	20, 000
Annual Statement of the Commissioner for 1896	2, 500
A. L. A. Catalogue (act of Congress).....	10, 000
Reindeer Report, reprint (Alaska), 1895	1, 000
Reindeer Report, reprint (Alaska), 1896	1, 000
Education in Alaska, reprint, 1895	1, 000
Education in Alaska, reprint, 1896	1, 000
Papers prepared for the World's Library Congress, reprint.....	1, 000
Education and Patho-Social Studies, reprint.....	1, 000
Public, Society, and School Libraries, reprint.....	1, 000

CIRCULARS OF THE HISTORICAL SERIES AWAITING PUBLICATION.

History of higher education in West Virginia, Louisiana, Kansas, Mississippi, Missouri, New Hampshire, Vermont, Nebraska, Maine, and Arkansas.

OTHER CIRCULARS AWAITING PUBLICATION.

History of Normal Schools, Bibliography of Writers on Education, Arithmetical Text-Books, Schoolhouse Sanitation, Physical Training, Educational Benefactions, Education and Crime, History of the Origin of Educational Movements and Institutions and their Promoters, Rise of State Systems, Universities in the Middle Ages, Establishment of the Public School System in the South, History of Art Education, The Measurement of School Children.

IN PREPARATION.

Recent Reforms in Education, Early History of Agricultural Institutions.

Two volumes of the Art and Industry Report (Parts III and IV) are now in the hands of the Public Printer and will be ready for distribution in the autumn of 1897.

EDUCATION IN ALASKA.

During the year there have been maintained in Alaska 20 day schools under the immediate supervision of this Office, with 23 teachers and an enrollment of 1,267 pupils. These schools, together with about 20 mission schools and homes conducted by the various missionary organizations of the United States (the most efficient of which is the fully equipped industrial school at Sitka) and a few schools of the Russo-Greek Church, supported by the Imperial Russian Government, constitute the educational facilities of Alaska.

With regard to means of communication with the States, the school system of Alaska is divided into three parts, Southeastern, Western, and Arctic.

Southeastern Alaska is within easy communication by a line of steamers which make trips from Puget Sound every two weeks during

the entire year. The schools in this region are under the immediate supervision of a district superintendent. Remembering that local self-government is the normal principle of our political system, I have organized local school committees wherever the white population has been sufficient for the composition of such committees. In the towns of Sitka, Juneau, and Douglas separate schools are maintained for the white and native children, in which instruction is given in such branches as are commonly taught in elementary and grammar schools in the States. From the smaller day schools the more promising of the native pupils are sent to the industrial school at Sitka, where in addition to the instruction received from books the girls are trained in cooking and household duties, and the boys in carpentering, blacksmithing, and shoemaking. The instructors in these branches are paid by the Office of Education. The graduates of this school are encouraged to go to housekeeping in the "model cottages" maintained in connection with this school. The neat frame houses of the native village at Sitka, erected by boys who have learned their trade at the industrial school, give evidence of the thoroughness of the training received.

The Thlingets of southeast Alaska often show that they are anxious that their children should avail themselves of school privileges. An instance of this was given at the new school at Saxman, where during the cold weather of January and February a party of natives came from a distance and camped in tents in order that their children might attend the school.

Western Alaska as far as Unalaska, on the Aleutian Islands, is reached from Sitka by a mail steamer once a month from April to October. Each of the leading villages in this region has its school and local school committee.

The isolated schools among the Eskimos of the Bering Sea and Arctic Ocean are shut off from communication with the rest of the world for the greater part of the year. The only inspection possible is the visit of the general or assistant agent of education for Alaska accompanying the U. S. revenue cutter *Bear* on her annual cruise. The teachers in charge of these schools beside the frozen sea unite in testifying that the children in fur are just as apt pupils as those who dwell in warmer sections of our country.

During the summer of 1896 a much-needed schoolhouse was erected near the Treadwell gold mine, at Douglas, in southeast Alaska, and this season a school building has been completed at Hoonah, a large native settlement on Chichagoff Island.

In my former report I made mention of a popular movement for the opening of a school at Circle City, in the Yukon mining district, where a population of several thousand had settled. As the outcome of this movement a public school was opened in this mining town under the Arctic Circle in September of last year. A letter from Dr. Sheldon

Jackson, now on his annual tour of inspection of Alaska schools, and written from St. Michael in June last, states that he is afraid he will be forced to discontinue this school because of the exodus of the city's population into the region nearer the recently discovered mines.

INTRODUCTION OF REINDEER.

In May Dr. Sheldon Jackson, the general agent of education for Alaska, left the Office for a tour of inspection in northwestern Alaska and the Yukon region. Taking the North American Trading and Transportation Company's steamer *Portland* at Seattle, he visited the school at Unalaska while en route to the mouth of the Yukon. Dr. Jackson's intention was to inspect the reindeer station at Port Clarence and the several herds upon his return from the upper Yukon; consequently as yet he has made no detailed report upon the subject, simply stating in general terms that the herds are in excellent condition and increasing rapidly. The latest definite statement with regard to the number of deer in the five herds is that of September, 1896, as follows: One at Cape Prince of Wales, a mission station of the Congregational Church, numbering 253; one at Cape Nome, in charge of three experienced Eskimo apprentices, numbering 218; two at Golovin Bay, one in charge of the Swedish Mission Station and the other for the St. James Episcopal Mission Station, together numbering 206, and the central Government herd at the Teller Reindeer Station, numbering 423, making a total of 1,100 head.

On December 15, 1896, Mr. William A. Kjellmann, superintendent of the Teller Reindeer Station, left Port Clarence with nine sleds, seventeen reindeer, and two expert Lapp teamsters, in order to explore that part of Alaska lying between Bering Straits, the Lower Yukon, and the Kuskokwim rivers, and to demonstrate the practicability of communication between Arctic Alaska and civilization even in the depth of winter. On December 22 the Swedish-Lutheran mission station at Golovin Bay was reached, five days having been spent in exploring the region between the Gowerok and Fish rivers. The reindeer herd at Golovin Bay was found to be in good condition and well cared for. On December 30 the frozen waters of Norton Sound were crossed; hummocky ice was encountered, here and there the ice was very thin and the way had to be chosen with great care. On January 1 the party arrived at the mission station at Unalaklik in a blinding snowstorm. Here the provisions left last summer by the U. S. revenue cutter *Bear* for the projected exploration were received. The country around Unalaklik is reported by Mr. Kjellmann as exceptionally adapted for reindeer herding; there are sheltered valleys, dry pasturage, heavy timber for buildings, birch wood for sled and canoe making, and driftwood for fuel. • At Unalaklik Mr. David Johnson joined the party. The journey between the trading post of St. Michael, the port of entry for the Yukon trade, and the Russian mission at Igogmut, on the Lower Yukon, was a most arduous

one. Barren mountains, whose rocky sides had been swept bare by blizzards, but whose ravines held deep snowdrifts had to be crossed, the icy waters of mountain torrents had to be forded, sometimes a way through the tangled undergrowth had to be made with axes. The cold was intense, sometimes 73° below zero, but even then the men were comfortable in their fur clothing and rested securely in sleeping bags of reindeer skin.

On the mountains a blizzard was encountered; the wind was too strong for the reindeer to stand up, and the men had to lie down also and let the blast sweep over them for hours. The party rested several days at the Moravian mission station at Bethel, on the Kuskokwim. Mr. Kjellmann, with the Lapps and reindeer, returned to headquarters at Port Clarence through another section of country, following the Yukon as far as the Catholic mission station at Nulato, then turning westward to the Norton Sound region. Reindeer moss was found in sufficient quantity along almost the entire route, although when storm-bound on the mountains the deer were thirty-six hours without food. However, the hardy animals suffered no permanent injury from this long fast, and their skins, thickly covered with long hair, were sufficient protection from the icy blasts. From Bethel, Mr. Johnson, carrying the mail gathered from all the settlements in that region, proceeded south with dog teams and Eskimo drivers, his objective point being Katmai, on Shellikoff Strait, where it is possible to communicate with the mail steamer between Sitka and the Aleutian Islands. On the mountains, just before reaching Katmai, one of Mr. Johnson's dogs was frozen to death. In order to save the remaining ones, a large hole was dug in the side of a snowdrift, the ten dogs that seemed to have a little life in them were pushed into it, and Mr. Johnson and his natives sat on the stiffened bodies of the dogs and warmed them into life. At Katmai Mr. Johnson went on board the mail steamer for Sitka.

For five seasons in succession, by the permission of the Secretary of the Treasury, the revenue cutter *Bear* transported from Siberia to Alaska the reindeer purchased, and to this cooperation the success of the enterprise is largely due. However, in view of the increased amount of work required of the revenue vessels in Bering Sea, it was found impracticable to continue this assistance. In the second place, experience has demonstrated that this plan did not secure the deer in as large numbers as is desirable or the needs of the service require. The ice conditions are such that a vessel can work only from four to six weeks during the year, and even during this limited time the work is often interrupted by the coming of ice floes that make it necessary for a vessel to change her anchorage. I have, therefore, been compelled to change my plans for the purchase of reindeer, and, with the permission of the Russian Government and with the approval of the Secretary of the Interior, I have this season stationed a purchasing party, consisting of Mr. John W. Kelly, for many years in charge of a whaling

station at Point Barrow, and two assistants, at Mechigme Bay, on the Siberian Coast, a short distance south of Bering Strait. This purchasing party will have time to collect a large number of deer, keeping them in a separate herd until the arrival of a vessel to transport them to the Alaskan Coast. Thus, the work will be greatly expedited, and at least twice as many deer secured in a season.

In arranging plans for the distribution of the domestic reindeer in Alaska, so far as the native population is concerned, I have looked to the missionaries settled among them for cooperation and assistance. They are the wisest and most disinterested friends the natives have. From their position and work, having learned the character of the people, they can wisely direct the transfer of the ownership of the deer to such of the natives as have been trained in their care and management. I have, therefore, adopted a policy of loaning to the mission stations small herds of reindeer from time to time as an adjunct to their work, the Government reserving the right, after a term of not less than three years, to call upon the station for the same number of deer as composed the original herd.

The influx of miners into the Yukon has caused a demand for reindeer for freighting purposes. In the original plan for the purchase and distribution of reindeer, reference was mainly had to securing a new food supply for the famishing Eskimo of the Bering Sea and Arctic Ocean regions, but it is now found that the reindeer are as essential to the white man as to the Eskimo. The wonderful placer mines of the Yukon region are situated from 25 to 100 miles from the great stream. The provisions brought from the south and landed on the banks of the river are, with great difficulty, transported to the mines on the tributary streams. Last winter mongrel dogs, for transportation purposes, cost from \$100 to \$200 each, and the freight charges from the river to the mines ranged from 15 to 20 cents per pound. Dog teams are slow and must be burdened with the food necessary for their maintenance. Trained reindeer make in a day two or three times the distance covered by a dog team, and at the end of the day can be turned loose to gather their support from the moss which abounds in that region. The flesh of the reindeer will be a boon to the miner, and clothing made from its skin his best protection against the intense cold of the Arctic winter.

In a Territory so vast and so unfitted for agricultural pursuits as arctic Alaska, Providence seems to have adapted the reindeer to the peculiar conditions of arctic life, and made him at once the best helper to man in the transportation of supplies, the surest source of animal food, and the producer of the warmest clothing. His horns and hoofs furnishing the best material for the making of glue, his hair, on account of its extreme lightness, being the best for use in the construction of life-saving apparatus, he also furnishes the possibilities for large and wealth-producing industries.

Appropriations for education in Alaska.

First grant to establish schools, 1884	\$25, 000
Annual grants, school year—	
1886-87	15, 000
1887-88	25, 000
1888-89	40, 000
1889-90	50, 000
1890-91	50, 000
1891-92	50, 000
1892-93	40, 000
1893-94	30, 000
1894-95	30, 000
1895-96	30, 000
1896-97	30, 000
1897-98	30, 000

Appropriations for the introduction of reindeer.

1893-94	\$6, 000
1894-95	7, 500
1895-96	7, 500
1896-97	12, 000
1897-98	12, 500

GOLD IN ALASKA.

For more than twenty years Alaska and the adjacent regions of northwestern British Columbia have been increasing the world's supply of gold. The first considerable contribution was from the Cassiar mines, at the head of Dease River, in British Columbia where in 1874 \$1,000,000 of gold was taken out. However, after that year their product gradually decreased, and at the present time they are practically abandoned, having added about \$5,000,000 worth of gold to the world's stock. During the succeeding years gold was discovered in paying quantities here and there in southeast Alaska, and the tents of prospectors began to make their appearance on the shores of the islands of the Alexander Archipelago. Gradually, as the knowledge of the region spread, capitalists became interested, with the result that at several points which had been occupied by placer miners stamping mills and chlorination works were established. The largest of these is the plant of the Alaska Treadwell Gold Mining Company, on Douglas Island, in southeast Alaska. Its stamping mill, containing 240 stamps, which pulverize the gold-bearing quartz, is said to be the largest in the world. The ore is low grade, yielding but \$3 or \$4 to the ton, but the cost of mining and milling being slight and access to tide water easy, the establishment is said to pay large dividends to its stockholders. The average annual output is about \$800,000. Near the village of Unga, in western Alaska, is the mining property of the Apollo Consolidated Mining Company. Two thousand five hundred feet of tunnels have been completed; waterworks, steam compressors, offices, and dwelling houses form an extensive plant. The 40-stamp mill is

producing monthly an average of \$30,000 worth of gold. Other large and well equipped mines exist at Silver Bow basin, near Juneau, and at Berners Bay. Considerable prospecting and placer mining is also being done in southeast Alaska. According to the report of the governor of Alaska, \$2,300,000 worth of gold bullion was taken from mines within the Territory of Alaska during the year ending October 1, 1896.

Since 1885 there has been more or less prospecting in the Upper Yukon region both on the American and British sides of the international boundary line, the tributaries Forty Mile Creek and Sixty Mile Creek being the centers of operations. Twenty-three miles above its mouth Forty Mile Creek crosses the one hundred and forty-first meridian and enters British territory. At its mouth a town was built, which for several years was the base of supplies for that region. Two or three years ago gold was discovered on Birch Creek, which is wholly in American territory and empties into the Yukon near where the great river crosses the Arctic Circle. Circle City was the result of the stampede which followed this new discovery. It is estimated that the Birch Creek district produced last year nearly a million dollars' worth of gold.

According to the statements of returning miners, the first of the discoveries in the Klondike region of British Columbia was made last summer by a miner named George McCormick while waiting near the mouth of Bonanza Creek, a tributary of the Klondike, for the salmon to run. The first claim was staked out on Bonanza Creek on August 17, 1896. Up to the date of the departure of the first steamer down the river, June 19, it is reported that 800 claims had been located; that where there had been a little native village of not more than 100, Dawson City, with a population of more than 2,000, had sprung up with all the characteristics of a new mining camp, the population being composed principally of miners from the neighboring districts. The returning steamer carried about \$500,000 of bullion.

The Klondike is described as a river several hundred miles in length, difficult to navigate by reason of its swift current. The mines are on its tributaries, Bonanza, El Dorado, Hunker, and Bear creeks. These rivers, which during the spring and early summer are torrents fed by the melting snow, dwindle during the intense heat of summer into inconsiderable streams, which the intense cold of winter freezes up. The claims are in the bed of the stream, and are best worked in winter. Each claim is 500 feet in the direction of the river from bank to bank, provided it does not exceed 666 feet. The cost of recording a claim is stated to be \$15 and the yearly rental \$100. It is reported that the Canadian authorities have now restricted the length of a claim to 100 feet. The method of winter mining is laborious. The surface soil being frozen, fires are built which gradually thaw the sand and gravel beneath them. The surface deposit thus softened is shoveled out; this process is continued until a shaft has been sunk into the gold-bearing layer. Fires are then built against the sides of the shaft and tunneling carried

on under the frozen gravel. The pay dirt is piled up, to be washed out in spring when the water begins to run.

In the Yukon mining regions of British Columbia the Canadian Government has for the past two years maintained a mounted police force, consisting of 20 men, the captain of which is invested with the powers of a magistrate. Recently it has been decided to send 85 additional men to the Klondike region. A gold commissioner has been appointed, and it is stated that a steam launch will ply on that part of the Yukon as a police boat. On the American side of the boundary line the miners' meeting has held full control and jurisdiction, but the recently appointed United States commissioner, with Circle City as headquarters, will provide a more formal mode of government.

In order to reach the new gold region, the prospective gold miner has the choice of two distinct routes; one of these leads to the mouth, the other to the headwaters of the Yukon. From San Francisco or Seattle to St. Michael, the nearest harbor to the mouth of the Yukon, is a voyage of about fourteen days. At St. Michael passengers and freight are transferred to small stern-wheel steamers, as even at high tide there is scarcely 2 fathoms of water in the Yukon Delta. Above the delta the river is much deeper and there is an uninterrupted run of about 1,800 miles to Fort Selkirk, at the junction of the Pelly and Lewis rivers. This route can be taken only in the summer months, as the Yukon is frozen from the latter part of September until June. The second route crosses the mountain range of southeast Alaska. Upon leaving tide water, at the head of Lynn Canal, there is a choice of three passes—the Chilkat, White, and Chilkoot. Of these the most frequently used is the Chilkoot. The dangers of this route from storms on the mountains and lakes and rapids in the rivers have been frequently described. The Rev. Francis Barnum, S. J., who took this route in returning to his station on the Yukon in June, 1896, thus describes the rapids of the Grand Canyon: "There is nothing whatever in the formation of the river banks or the country around to indicate the proximity of this great gorge, the only warning being an increase in the current. The entrance to the canyon can not be seen at any distance, as it is situated just around a sudden bend to the right. Each boat carefully hugged the shore and kept a sharp lookout at every right-hand bend. About half-past 1 we came to one of these bends on which someone had erected a notice with the word 'Danger.' This was the stopping place, and after a hard struggle with the rapid current we got our boat ashore.

"As soon as we had landed and made sure that our boat was securely fastened, we set out to examine the canyon. The entire canyon is three-quarters of a mile in length, and the walls, which are perpendicular, are from 80 to 120 feet high. About midway the canyon suddenly expands into a circular pool 150 yards in diameter. This is evidently an old crater, and from it the second portion of the canyon

extends, but at a slightly different angle, so that a direct view through the entire opening can not be had. The vertical walls consist of hexagonal columns of basalt, exactly similar to those of the Giants' Causeway in Ireland. The first boat to make the run was that of the geological party, which was accompanied by an experienced old frontiersman named Peter Wyborg. The little skiff, with Pete seated in the stern, was pushed off from the shore. With a few strokes of his paddle Pete brought the boat directly into the current, the oarsman pulled vigorously so as to give the boat steerage-way, and then with the speed of an express train she shot into the gloomy recess of the canyon. Her wild plunges in the leaping, foaming waters was a most exciting scene to witness. At times it seemed as if she surely would be drawn broadside to the breakers as she dashed madly along; then again she would spring and bury herself in the surges so that the spray would almost hide her from view. However, guided by the strong arm of Pete, she swept along on the central crest, where the water is crowded up fully 4 feet higher than by the walls, and in a few moments traversed the first portion and shot out into the circular pool. Then came a breathing space, before the second wild dash through the lower section of the canyon, and a loud hurrah from those at that end announced that the passage had been successfully accomplished."

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the Office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Clerk to the Commissioner.—Charles E. Waters, Rhode Island.

Specialists.—Arthur MacDonald, New York, specialist in education as a preventive of pauperism and crime; Wellford Addis, Florida, specialist in charge of land-grant college statistics.

Division of correspondence and records.—Mrs. Harriette F. Hovey, District of Columbia; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Mrs. E. V. D. Miller, Mississippi; Mrs. R. L. Foot, South Carolina.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Frederick E. Upton, New Jersey; James C. Boykin, Georgia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Richard M. Johnston, Maryland; Stephen B. Weeks, North Carolina, by detail from the Pension Office; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; James H. Blodgett, Illinois; Miss Bertha Y. Hebb, Alabama; Miss Margaret S. Getty, Ohio; John D. Marshall, Delaware; collector and compiler, Isaac Edwards Clarke, New York.

Division of international exchange.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Frances Graham French, Maine; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. A. N. Chalker, New York.

Division of the library and museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Mrs. Lucia J. K. Clark, Minnesota; Miss Sophie Nussbaum, New York; Mrs. Aduella P. Bryant, Tennessee; John E. Patton, North Carolina.

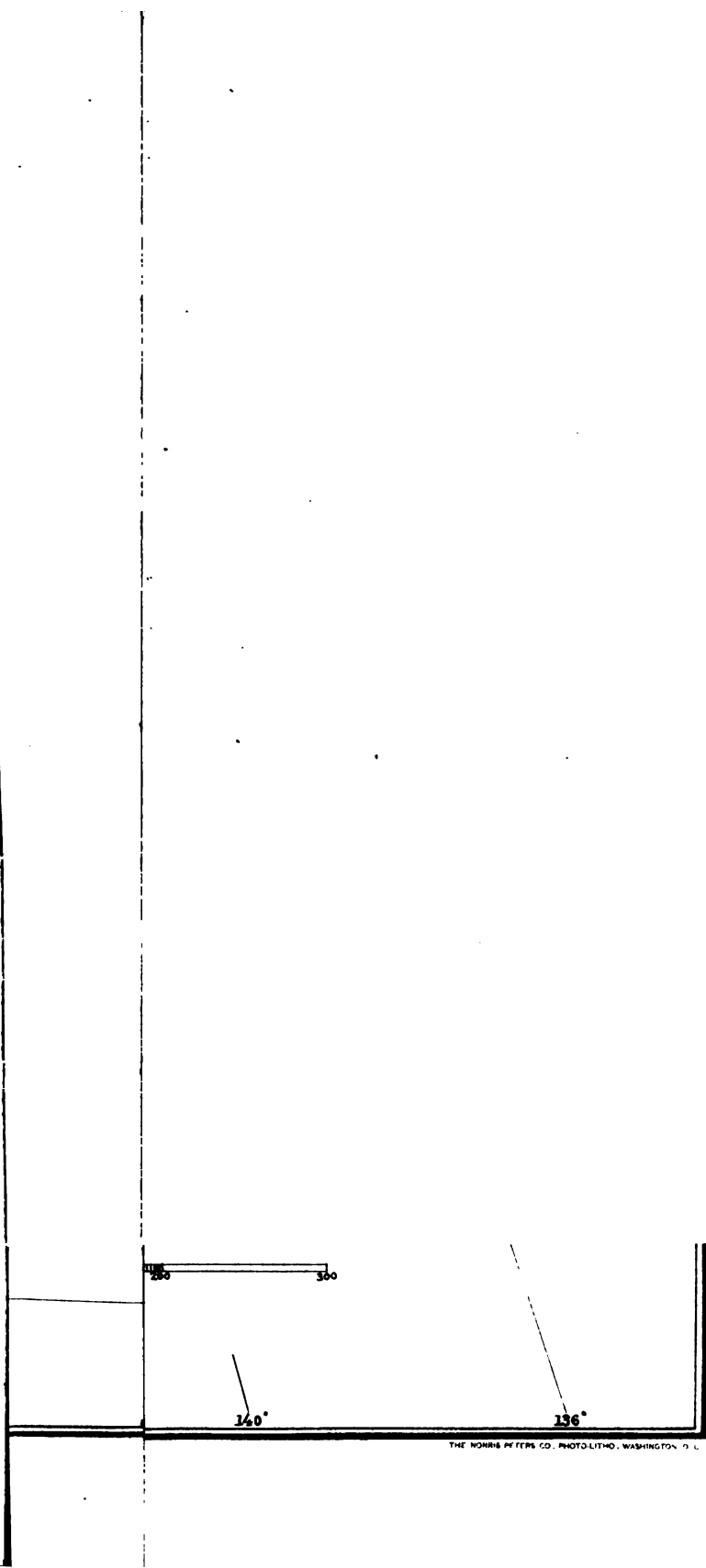
Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania.

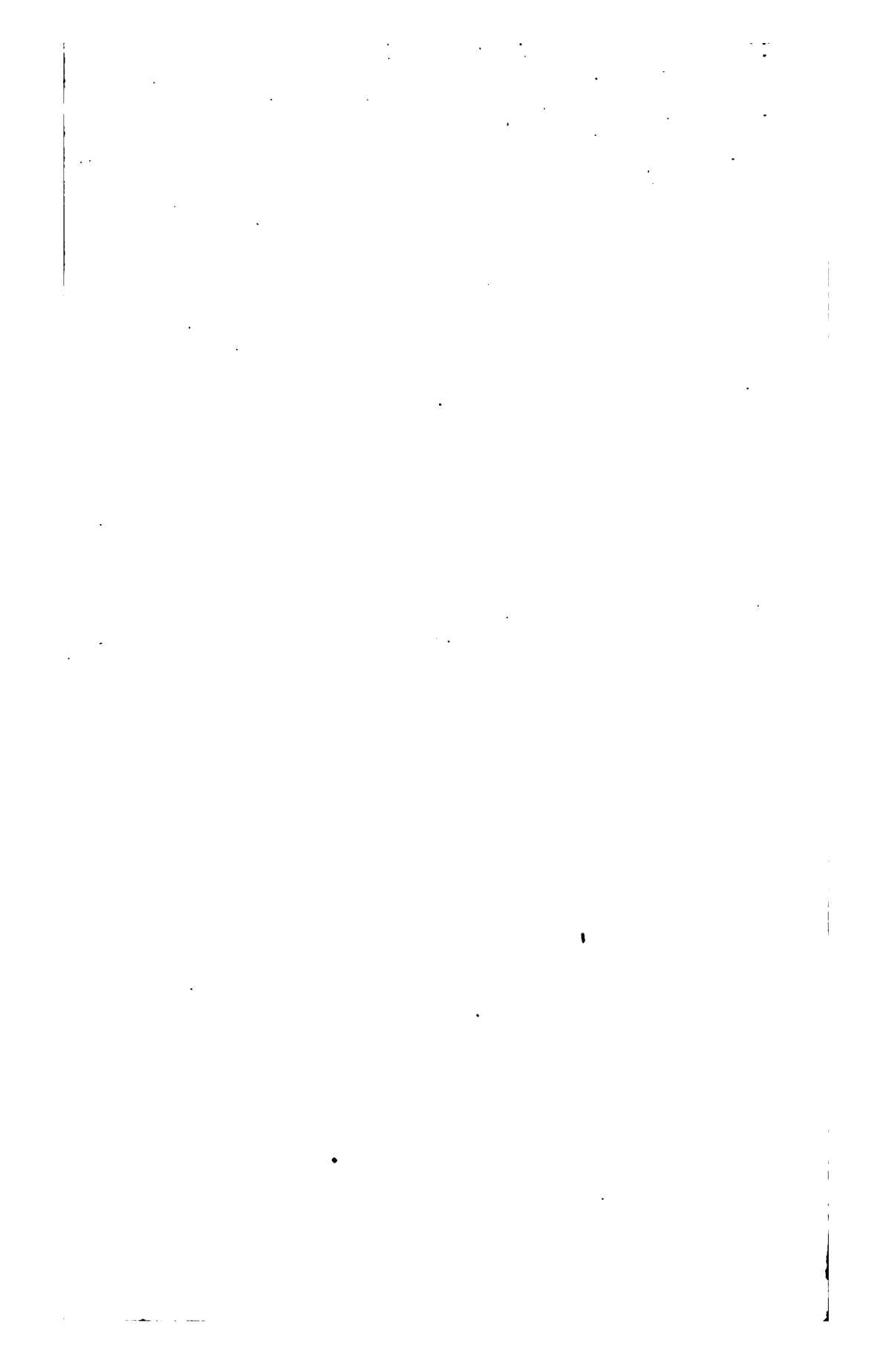
Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; Charles G. Porterfield, Ohio; Lemuel R. Via, Virginia; George W. Cole, District of Columbia; Greene S. W. Lewis, Kansas.

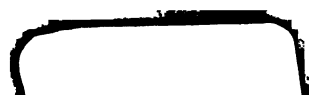
All of which is respectfully submitted.

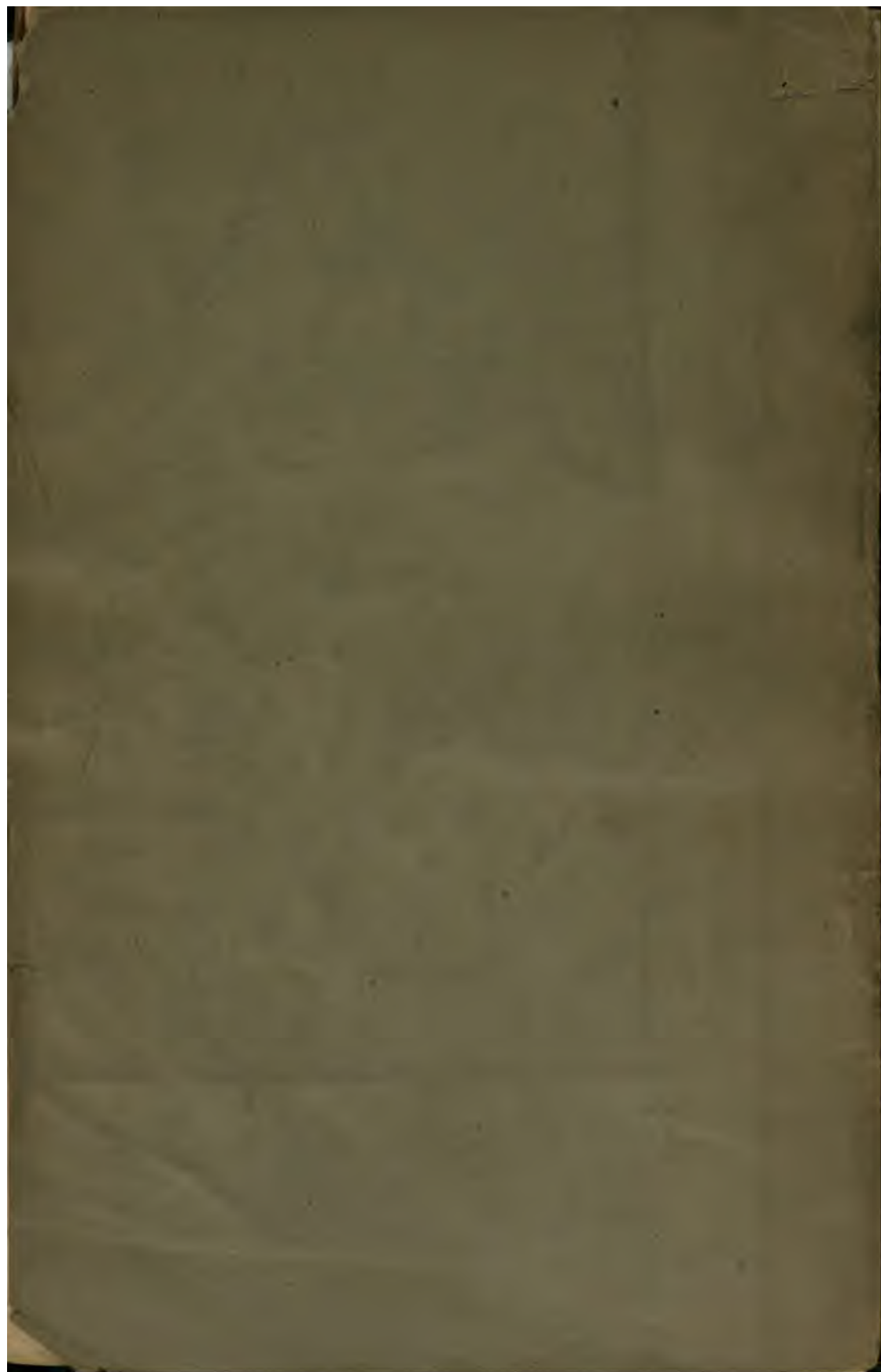
W. T. HARRIS,
Commissioner of Education.

Hon. CORNELIUS N. BLISS,
Secretary of the Interior.









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ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

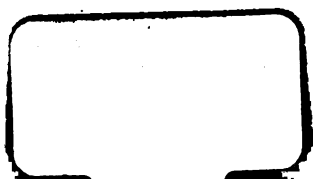
SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1899.

U. S. Bur. of educ.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1899.



ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE TREASURY

FOR THE

FISCAL YEAR 1899

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STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., September 1, 1899.

SIR: I have the honor to submit the following statement of the operations of this office for the fiscal year ended June 30, 1899:

In accordance with the provisions of the law establishing this office, during the past year a large portion of the work has been directed to the collection of statistics of education in the several States and Territories, and data of comparison from the records of education in other nations of the world. The facts obtained have been arranged in such a manner as to show the condition and progress of school education in this country and abroad and throw light upon methods of teaching and organizing schools. This material has been in part embodied in the report for the year 1897-98, which is now in the hands of the Government Printer, nearly in a state of completion.

The collection and diffusion of information regarding methods of school management stimulates local self-help and aids superintendents, teachers, and school committees to learn the experience of all other persons dealing with problems more or less similar to their own. Local self-government does not make it its chief aim to secure good management at once and at all hazards. It insists on throwing a large share of responsibility upon the individual and the municipality, and, so to speak, putting them to school to learn the details of their business, being sure that when the individual and the small community become enlightened the efficiency of the whole nation will not only be of the highest order but will be of a permanent character. The one office which a central authority can perform without weakening local self-help is that of collecting and diffusing information as to the results of experience. The highest degree of self-activity on the part of the individual will be realized when each does his work in the light of all that is done and planned in his sphere of labor.

It was a source of congratulation to those interested in education, on summarizing the returns for 1897-98, to find that the aggregate enrollment in the common schools (those supported by public taxation) exceeded the enrollment of the previous year by the large sum of 390,841. The grand total in all schools, elementary, secondary, and higher, public and private, for the year was 16,687,643, as shown on page 5. This,

compared with the aggregate for the year 1896-97, shows an increase of 432,550. The previous year (1897) there was evidence of large comparative decrease in the attendance on private schools, a proof that the long-continued business depression had taken effect to cause a transfer of a large number of pupils from private schools to the free public schools. But the year 1897-98 brings evidence of the return of business prosperity in the fact of a slight increase of private schools as compared with a deficit the year before. A little more than one-fifth of the entire population was enrolled in school. The total amount of schooling received per individual on an average for the whole United States, on the basis of the returns for 1898, is five years of two hundred days each. Some States average nearly seven years' schooling for their inhabitants, and some States fall as low as two and a half years.

In this connection it is gratifying to be able to report an increase of attendance on colleges and universities of nearly 4,000 (3,924). This proves that the slight decrease reported in 1897 was a temporary falling off due to the widespread business depression of the previous years. The increase of that portion of the students of colleges and universities taking post-graduate work shows that the people are feeling the necessity of special studies in scientific and professional lines. Taken in connection with the fact that the United States is coming into more intimate relations with the people of Europe and Asia, the value of special studies in science, sociology, politics, jurisprudence, and similar topics with a view to acquiring expert knowledge, is sufficiently obvious.

Total number of pupils and students of all grades, in both public and private schools and colleges, 1897-

NOTE.—The classification of States by geographical divisions, made use of in the following table, is the same as that adopted by the United States census. The same classification is used in tables 1 to 10 on pages 36 to 45.

Division.	Pupils receiving elementary instruction (primary and grammar grades).		Pupils receiving secondary instruction (high-school grade). ¹	
	Public.	Private (largely estimated).	Public. ²	Private (in preparatory schools, academies, seminaries, etc.).
1	2	3	4	5
The United States.....	14,589,036	1,249,065	459,813	166,302
North Atlantic Division.....	3,472,716	510,286	143,977	50,635
South Atlantic Division.....	2,110,342	88,741	25,729	22,371
South Central Division.....	2,842,478	143,872	34,658	32,473
North Central Division.....	5,443,994	467,933	228,858	51,562
Western Division.....	719,506	38,833	27,091	9,261

¹ Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students according to the character of the institutions in which they are found, is given in Chap. XLVI, vol. 2, Report for 1897-98.

² This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

Total number of pupils and students of all grades—Continued.

Division.	Students receiving higher instruction.								
	In universities and colleges. ¹			In schools of medicine, law, and theology. ²			In normal schools. ³		
	Public. ⁴	Pri- vate.	Total.	Public. ⁵	Pri- vate.	Total.	Public.	Pri- vate.	Total. ⁶
1	6	7	8	9	10	11	12	13	14
The United States.	29,728	71,330	101,058	8,096	46,135	54,231	46,245	21,298	67,538
North Atlantic Division.	5,072	26,667	31,739	254	17,366	17,620	19,470	1,724	21,194
South Atlantic Division.	3,688	10,158	13,846	762	6,113	6,875	4,445	1,449	5,894
South Central Division.	2,815	10,795	13,610	1,099	4,668	5,767	2,999	4,265	7,264
North Central Division.	14,184	20,771	34,955	5,292	16,693	21,985	15,542	13,145	28,687
Western Division.	3,969	2,939	6,908	689	1,295	1,984	3,789	710	4,499

Division.	Summary of higher (including normal) instruction.		Summary of pupils by grade.			Summary according to control.		Grand total.
	Public.	Private.	Elementary.	Secondary.	Higher.	Public.	Private.	
1	15	16	17	18	19	20	21	22
The United States.	84,069	138,758	15,838,701	626,115	222,827	15,132,918	1,554,725	16,687,643
North Atlantic Division.	24,796	45,757	3,983,002	194,612	70,553	3,641,489	606,678	4,248,167
South Atlantic Division.	8,895	17,720	2,199,083	48,100	26,615	2,144,966	128,832	2,273,798
South Central Division.	6,913	19,728	2,986,350	67,131	26,641	2,884,049	196,073	3,080,122
North Central Division.	35,018	50,609	5,911,927	279,920	85,627	5,707,370	570,104	6,277,474
Western Division.	8,447	4,944	758,339	36,352	13,391	755,044	53,038	808,082

¹ Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

² Including schools of dentistry, pharmacy, and veterinary medicine.

³ Nonprofessional pupils in normal schools are included in columns 4 and 5.

⁴ Mainly State universities and agricultural and mechanical colleges.

⁵ Mainly in schools or departments of medicine and law attached to State universities.

⁶ There are, in addition to this number, 21,687 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XLV, vol. 2, 1897-98 Report.)

EDUCATION IN ALASKA.

During the year there have been maintained in Alaska 19 public schools under the immediate supervision of this Bureau, with 22 teachers and an enrollment of 1,378 pupils. In addition to supporting the above public schools, this office pays the salaries of 5 teachers in the Sitka Industrial School, which has an enrollment of 153.

Although the entire number enrolled is 1,378, this by no means indicates the actual average attendance. Even in rural schools in the several States, the actual average number in attendance is generally not more than one-half the entire number enrolled. If the attendance equaled the entire number enrolled, the seating capacity of the school buildings in Alaska would be entirely insufficient to accommodate the pupils.

Public schools in Alaska, enrollment and attendance of pupils during 1898-99.

Schools.	1898.							
	September.		October.		November.		December.	
	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.
<i>Southeast Alaska.</i>								
Sitka:								
No. 1 (whites).....	27	25	28	24	23	21	25	21
No. 2 (natives).....	55	20	88	31	102	35	97	34
Juneau:								
No. 1 (whites).....	49	35	41	33	37	28	36	25
No. 2 (natives).....	27	7	17	10	29	19	35	26
Douglas:								
No. 1 (whites).....	51	47	54	48	55	45	55	47
No. 2 (whites).....	19	17	19	16	14	11	14	10
Skagway (whites)					50	31	55	34
Wrangell (whites and natives)	48	20	51	24	57	24	50	29
Jackson (natives)	21	12	31	21	42	33	57	23
Hoonah (natives)	37	10	50	12	55	15	100	27
Motlakahtla (natives)	60	26	93	59	100	80	135	93
Saxman (natives)	3	3	19	11	42	19	51	25
<i>Western Alaska.</i>								
Kodiak (whites and natives)	41	32	40	34	42	37	42	36
Unga (whites and natives)	33	29	34	29	34	32	35	33
Unalaska (whites and natives)			30	27	80	26	28	24
Afognak (natives)	25	15	25	14	28	16	36	19
Wood Island (natives)					47	33	49	31
<i>Arctic Alaska.</i>								
St. Lawrence Island (natives)	50	23	52	26	39	22	47	20
Point Barrow (natives)								
Total enrollment during session, 1898-99.								

STATEMENT OF THE COMMISSIONER OF EDUCATION.

7

Public schools in Alaska, enrollment and attendance—Continued.

Schools.	1899.										1898-99.	
	Janu- ary.	Febru- ary.	March.		April.		May.		Average monthly attend- ance during term.	Total enrollment during term.		
	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.				
<i>Southeast Alaska.</i>												
Sitka:												
No. 1 (whites).....	28	21	28	21	25	17	27	17	24	17	20	31
No. 2 (natives).....	111	22	94	21	71	15	63	15	43	12	23	175
Juneau:												
No. 1 (whites).....	37	27	38	27	39	24	37	27	39	30	28	74
No. 2 (natives).....	22	15	25	15	17	13	17	13	16	12	14	71
Douglas:												
No. 1 (whites).....	58	48	51	46	51	48	52	47	59	51	47	70
No. 2 (whites).....	11	10	17	12	20	19	23	20	21	19	15	28
Skagway (whites).....	63	48	65	43	73	48	71	44	66	45	42	109
Wrangell (whites and natives).....	45	23	45	23	35	22	36	23	34	23	23	80
Jackson (natives).....	67	55	57	38	23	11	17	8	23	8	23	67
Hoonah (natives).....	50	14	100	20	76	22	48	18	51	12	17	128
Metlakatla (natives).....	124	88	106	69	79	35	75	37	64	40	58	144
Saxman (natives).....	46	25	34	18	22	11	18	7	3	3	14	62
<i>Western Alaska.</i>												
Kadiak (whites and natives).....	42	27	43	34	43	36	35	28	30	28	32	44
Unga (whites and natives).....	35	24	18	12	28	23	.....	.....	.....	.....	26	36
Unalaska (whites and natives).....	27	25	25	24	27	25	28	26	28	24	25	31
Afognak (natives).....	37	20	36	20	25	18	24	15	36	12	17	36
Wood Island (natives).....	49	27	46	31	50	33	49	32	51	30	31	56
<i>Arctic Alaska.</i>												
St. Lawrence Island (natives).....	37	18	29	15	34	17	26	20	.....	.....	20	70
Point Barrow (natives).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	168
Total enrollment during session, 1898-99.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,378

¹ Estimated; report from Point Barrow not yet received.

I give above a table showing the length of school term in months, the entire number of pupils enrolled, and the average actual monthly attendance, and below a comparative table showing only the enrollment for each year commencing with 1892-93 and extending down to date.

There are two schools in the list which deserve attention on account of the recent increase in their enrollment. The school at Skagway, which had been opened by the citizens early last fall and was assumed by this Bureau in November, has enrolled for the year 109 pupils, but the average daily attendance has been only 42. As the school commenced with an average daily attendance of 31 for the month of November last, and averaged 48 for the months of January and March, it has seemed necessary to open another schoolroom in that town to accommodate the increasing population. Arrangements have been made and an additional teacher appointed for the ensuing year.

There are two schools in Douglas. No. 1 enrolled 70 pupils during the past year. Six years ago its entire enrollment amounted to 13 pupils only, and in 1896-97 the enrollment reached 75 pupils. It fell off during the year 1897-98, but has again increased. The building of extensions to the gold stamping mills in the village has brought an increase of population, so that there is now created a permanent demand for more school accommodations. I have accordingly appointed a second teacher for this school (Douglas No. 1), and the average attendance promises the coming year to be upwards of 60 pupils.

The question arises as to what is a proper quota of pupils for a teacher. In very many rural schools in the United States the number in actual attendance rises as high as 50, 60, or even 70 pupils for one teacher for weeks, or even months. But for an ungraded school (such as exists in sparsely settled regions or in small villages in the States), and only such are found in Alaska, the number in actual average attendance ought not to exceed 50 pupils, and it is better that the number should be 30 rather than 50. From the table on pages 6 and 7, which gives the total enrollment for each month and the actual average daily attendance, it will be seen that 16 schools report an actual average daily attendance of less than 30. These include two schools at Metlakatla reported as one, which have an average of 29 each. Two schools report between 30 and 40 pupils, and two schools, including Douglas No. 1 and Skagway, report an average daily attendance of between 40 and 50 pupils.

Historical table—Statistics of public schools in Alaska, 1892 to 1899.

Schools.	Length of school term and enrollment of pupils.													
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.		1898-99.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
<i>Southeast Alaska.</i>														
Sitka:														
No. 1 (whites).....	9	50	7	43	9	57	9	40	9	39	9	42	9	31
No. 2 (natives).....	9	48	9	110	9	180	9	156	9	154	8	170	9	175
Juneau:														
No. 1 (whites).....	9	23	9	25	9	54	9	70	9	86	9	72	9	74
No. 2 (natives).....	9	61	9	65	9	50	9	67	9	70	9	40	9	71
Douglas:														
No. 1 (whites).....	8	13	9	30	9	42	9	57	7	75	9	46	9	70
No. 2 (whites).....									8	32	9	25	9	28
Douglas (natives).....	9	108	9	87	7	26								
Skagway (whites).....													7	109
Wrangell (whites and natives).....	9	49	9	54	8	61	9	82	9	64	9	71	9	80
Jackson (natives).....	9	82	8	90	7	80	8	64	9	84	9	121	9	67
Haines (natives).....	9	54	9	41	9	64	8	60	9	68	7	46		
Hoonah (natives).....							8	144	5	120	9	141	9	126
Metlakahla (natives).....					6	105							9	144
Saxman (natives).....							7	31	8	75	8	63	9	62
Killisnoo (natives).....	9	137	5	75										
Klawock (natives).....					2	50								
<i>Western Alaska.</i>														
Kadiak (whites and natives) ..	9	74	9	59	9	56	8	49	9	52	9	72	9	44
Afognak (natives).....	8	40	9	38	9	38	9	39			9	59	9	36
Wood Island (natives).....											2	56	7	56
Unga (whites and natives).....	8	35	9	36	9	40	9	44	9	40	9	40	7	36
Unalaska (whites and natives).....			9	24	9	39	9	39	9	48	9	68	8	31
Karluk (natives).....							9	27	9	28				
<i>Arctic Alaska.</i>														
Port Clarence (natives).....	5	20	7	30	8	56	9	56	9	53	7	50		
St. Lawrence Island.....					7	52	9	68	9	66			8	70
Cape Prince of Wales.....							9	104	7	132				
Point Barrow.....									6	66	6	68		68
Circle City.....									8	43				
Total		794		807		1,030		1,197		1,395		1,250		1,378

a Estimated; report from Point Barrow not yet received.

NOTE.—In addition to supporting the above public schools, the Bureau of Education pays the salaries of five industrial teachers in the Sitka Industrial School, which has an enrollment of 150.

LOCAL SCHOOL COMMITTEES.

Besides the schools for the natives (Eskimos and Indians) of Alaska, there have been established in southeast Alaska, as shown in the above table, five schools for white children exclusively. The influx of miners into the district has rendered it desirable to establish white schools at other places and to enlarge two of the eight schools already established, in the manner hereafter described.

In order to place the several school districts established for white children on the basis of local self-government as far as possible and to interest the citizens there in the work of administration, I organized local committees as long ago as 1891 in Sitka, Juneau, Douglas, Fort Wrangel, Kadiak, and Unga and Unalaska. At Metlakahla a most intelligent supervision of school matters has always been exercised by

Mr. William Duncan, founder of the colony of Indians that occupies that island.

Of these committees, some of the members have continued since their first appointment in 1891; but a larger number have resigned or moved to other places and new members have been appointed in their stead. The following table shows the present membership and the dates of appointment.

LOCAL SCHOOL COMMITTEES IN ALASKA.

Sitka.—John G. Brady and Edward De Groff, appointed January 15, 1891.

Juneau.—John G. Heid, appointed January 15, 1891.

Douglas.—School No. 1, P. H. Fox, appointed January 15, 1891; Albert Anderson, appointed September 28, 1893; C. A. Hopp, appointed September 26, 1899. School No. 2, R. J. Willis and William Mackie, appointed July 25, 1899.

Fort Wrangel.—Thomas Willson, appointed March 29, 1892; Finis Cagle, appointed July 22, 1893.

Skagway.—Walter Church, Frank A. Wise, I. N. Wilcoxon, D. E. L. Niskern, appointed August 1, 1899; F. R. Burnham, appointed September 26, 1899.

Kadiak.—F. Sargent, appointed July 22, 1893; N. Kashevaroff, appointed January 15, 1891.

Unga.—C. M. Dederick, appointed September 22, 1894; Michael Dowd and George Levitt, appointed July 22, 1893.

The following list contains former members of local school committees in Alaska:

Sitka.—James Sheakley, N. K. Peckinpugh, Dr. C. D. Rodgers.

Juneau.—Karl Koehler, Rev. Eugene S. Willard.

Douglas.—G. E. Shotter, S. R. Moon.

Wrangel.—W. G. Thomas, Wm. Millmore, Allan Mackay, Rufus Sylvester.

Jackson.—Jas. W. Young, W. D. McLeod, G. Loomis Gould.

Metlakatla.—William Duncan, Dr. W. Bluett, D. J. Leask.

Unga.—N. Guttridge, John Caton, Edw. Cashel.

Unalaska.—N. S. Reesoff, N. B. Anthony, L. R. Woodward.

The members of these committees have been of good service to my office both as correspondents and by acting as auditors countersigning the bills sent in for various local expenses of these schools, inspecting repairs, and giving advice as to measures for the greater efficiency of the schools.

During the past year 67 letters have been received from 9 members of these committees, and 78 vouchers countersigned by members (16 different names appearing).

For the southeastern section of Alaska a local superintendent was appointed as early as 1891, and has been in service ever since. The present local superintendent is W. A. Kelly, of the Sitka Industrial School. His duties are to visit the schools, report on their condition, and examine candidates for the position of teacher.

The necessity of training the population in Alaska in local self-government.—Although it is the theory of our Government that each locality shall, as far as possible, provide for its own social welfare by building roads, public edifices, establishing a police force, organizing schools,

and supporting them, yet there are two cases where this can not be taken for granted: In savage tribes and in districts not yet organized to Territories by Congress. In case of a Territory or district occupied by people who have not yet outgrown the tribal form of civilization, local self-government is quite a different matter from what is meant by the term in a democratic-industrial form of civilization, such as our nation has entered. The tribal form is patriarchal. It is a family government, the chief corresponding to the father of the family. Authority and obedience are its two elements. This is imperialism in the cant sense of the word.

The continuation of the tribal régime does not fit a people for taking up a more advanced civilization. It can not adopt division of labor to any considerable extent, and hence can not attain any effective control over the productions of nature. The citizen under an industrial civilization can support himself and family on 10 acres or less, while each savage family needs about 10,000 acres. The State of Rhode Island, with somewhat less than a million acres, was barely sufficient to support the Narragansett tribe with 2,000 Indians, while it now furnishes a residence for a population of half a million white people, whose aggregate production in agriculture, manufactures, and commerce would suffice to support 500 tribes like the Narragansett in far greater luxury than they ever enjoyed.

To conquer the earth and make it do the work for support of man is one of the ideals of modern civilization, and to attain this the tribal form must be done away with. It was a great mistake, therefore, that our fathers made when they left the Indian his tribal form. It was done, without doubt, with tolerant and even generous motives. It seemed cruel to break up a tribe. It meant the separation of a family and the sundering of its ties. But the preservation of the tribe as tribe meant the prevention of the growth of individualism and personal power. It meant the arrest of development on the stage of human childhood and the barring out of a productive industry which aids itself by a progressive series of mechanic inventions that have already increased the fruits of labor a hundredfold, while their career is only just begun.

In these latest years American statesmanship has become enlightened and is now loosening the tribal bonds of the Indian with as much gentleness as is practicable under the circumstances. Land will be owned in severalty by the red man, and the division of labor will bring in hundreds of manufacturing operations which, with commerce, will cause villages and cities to grow, and there will be an urban civilization instead of a tribal. The urban form possesses the arts of creating permanent improvements which are handed down not only from this year to the next, but from this generation to the next—highways, canals, bridges, tunnels, public and private buildings, stone fences, drainage, aqueducts, reservoirs, gas mains, libraries, telegraphs, rail-

roads, and all manner of works which add to the productive power of the individual and make him more self-helpful, increase his healthfulness and comfort, and place him in relation to his fellow men near and far off, in the present and in the past.

Measured by the standard of our civilization, which struggles to make it possible for each member of society to contribute to the benefit of the whole and at the same time draw from the market of the world his own just quota, the tribal form of society stands next to the bottom, and only solitary individualism, like that of Robinson Crusoe or that of the fabled Cyclops, is a lower stage. Above this there are degrees of progress towards an industrial civilization that cultivates science and makes for itself countless labor-saving inventions to free its citizens from drudgery and to provide all with a competency.

It is most worthy of notice that the increasing closeness of union of all nations and races by means of commerce and machinery of production is accompanied by an increase of freedom and independent individuality. In the tribe there is only the empty seeming of freedom and independence, accompanied with the most real thralldom both to material nature for food, clothing, and shelter and to the patriarchal chief for guidance and direction. For the savage is responsible to his chief for all his acts, while the industrial citizen chooses his vocation and can in all cases by thrift or economy accumulate property and thereby create a fund of freedom that emancipates him even from his industrial vocation, for it frees him by and by from the hard necessity of personal daily toil for his food, clothing, and shelter.

Hence it is that a free nation, wherein local self-government is the ideal always in sight, must in providing for the government of any tribal population within its borders, see to it that such population is placed under a tutelage that will nurture its individuals into those necessary qualities of mind and habits of life that will make local self-government possible. It is obvious that there are two kinds of training necessary, and that the first of these is an industrial training, and the second an intellectual training in letters and arts of intercommunication. The savage takes his first step in civilization when he comes to need and use the productions of other people (not only of neighboring tribes but of remote nations), and on his part labors to create a surplus of some home production in order to exchange it for the foreign articles which he wishes to procure.

The second step follows almost of necessity, namely, his interest in the manners and customs, arts and opinions of the peoples that furnish him his imported goods. Interest in public opinion is the greatest element of self-government. Thus the material leads to the spiritual. The tribe soon finds itself drawn out of its isolation and all its members intent on the study of the motives and principles of the outer world, and in its endeavor to understand the acts and purposes of others it deepens its insight into its own principles of action. This explain to

us how it has been that the most enlightened nations in the past have been commercial nations.

The savage tribe is brought by its relation to the world market to learn the public opinion of the world and to become subservient to that public opinion. This works gradual emancipation from blind obedience to the will of the chieftain, and causes to grow in each member of the tribe a sense of responsibility. In the end seriousness and earnestness take full possession of the man and he becomes a law unto himself and can be safely intrusted with local self-government.

This is the historic process and necessarily a slow one. Modern civilization has learned how to hasten this by the agency of the school. The youth is given social culture and ability to help himself by letters and arts. By the time he reaches manhood he is able to enter some chosen vocation and earn his livelihood by producing something that society needs, and in turn he shares in the production of the world market. He also has learned the use of the printed page and has access to the public opinion of the world. He reads periodicals and books and thus makes all his after life a continuation school wherein he grows in insight into human nature and into the means of making material things useful to man. Finally he comes to regard everything in the light of its possible use to man for food, clothing, or shelter, and above all, for intercommunication of man with men, and finally for enlightenment.

It is believed that these principles govern (although more or less unconsciously) the policy of the Government in dealing with people of alien races and lower stadia on the road of civilization. The attention of the Government is now given to the policy of settling the Indians on farms and teaching them arts and trades that are of use to a people that has arrived at local self-government. So, too, in the case of Alaska a different policy was adopted from the beginning—different from the laissez-faire or let-alone policy that tolerated a tribal form for eighty years among the Indians of this nation.

Education of Alaskans.—From the beginning in 1884 the attempt has been made to educate the children of the Indian and Eskimo tribes in Alaska, giving them the ability to read and write English and also some skilled occupation that would make a native useful to the white population which would migrate to Alaska. In this work the Sitka Industrial School founded by the Missionary Board of the Presbyterian Church has borne a conspicuous part and is here mentioned because of the fact that five of its teachers, one each for carpentering, blacksmithing, tin work, shoemaking, and domestic science, have been provided by the Government, and their salaries paid from year to year from the appropriation for schools in Alaska. Other schools, under various denominations, Congregationalists, Methodists, Catholics, Moravians, Swedish Evangelical, have either been supplied a Government teacher, or (as in the earliest times up to 1894) paid an allowance per pupil.

Natives taught to assist at the mines, or at salmon canneries, or at trades of blacksmithing and carpentering, will be of solid service to the white immigrants that settle in Alaska.

The reindeer industry.—Still more important, however, is the reindeer industry, which is slowly gaining a foothold in the northwest and extreme north. The abundance of reindeer food in all parts of Alaska where the moss has not given place to forest timber growths and to grasses makes it extremely desirable to have at all the missionary stations and Government schools large herds of reindeer, so that the native apprentices may learn the methods of herding and training to harness.

Something like 2,000 deer were reported in the fall of 1898 as the survival and increase from about 600 imported from Siberia. The annual increase of the herd is so rapid that if we once possess 5,000 of these animals the annual increase could easily be made to furnish the needed herds for the remaining stations in northwestern Alaska.

On account of the substitution of forest trees and grass for moss in southeastern Alaska, where the temperature is milder, there is no possibility of reindeer raising in that section. But on the highlands of the Upper Yukon, as well as the Aleutian Islands and all other parts of Alaska, except the river-bottom lands (where trees take the place of moss), the reindeer can find plenty of food and will ultimately be of great use to all the inhabitants of that region, both natives and immigrants from the States.

The annual increase of a herd with us has been from 40 to 60 per cent, and a herd of 5,000 ought to furnish 2,000 fawns each spring.

Herds of reindeer.—The latest report giving the number of domestic reindeer in the 8 herds now in Alaska is that of September, 1898, as follows:

	Head.
Eaton Station (Unalaklik)	671
Teller Station (Port Clarence)	197
Cape Prince of Wales	216
Two herds at Golovin Bay, one the property of the Swedish Mission and the other for the St. James Episcopal Mission Station on the Yukon, together numbering	395
Point Hope	48
Point Barrow	391
Circle City	144
Making a total of	2,062
of which 1,044 are the property of the Government.	

STATEMENT OF THE COMMISSIONER OF EDUCATION. 15

The following tables give in a detailed form the information summarized in the above statement:

Number and distribution of domestic reindeer in Alaska, 1898.

Location of herds.	Old deer.	Fawns.	Total.
Unalaklik:			
Government herd, Eaton Station.....	446	177	623
Electoona (apprentice).....	7	4	11
Martin (apprentice).....	16	10	26
Ahlook (apprentice).....	7	4	11
			671
Teller Reindeer Station:			
Government property.....	7	4	11
Tautook (former apprentice), Government herd.....	38	39	77
Sekaglook (former apprentice), Government herd.....	32	27	59
Wocksok (former apprentice), Government herd.....	28	22	50
			197
Cape Prince of Wales:			
Congregational Mission Station.....	216		216
Golovin Bay:			
Swedish Mission.....	101	49	150
Episcopal Mission.....	100	50	150
Okitkon (apprentice).....	15	7	22
Tatpan (apprentice).....	18	9	27
Moses (apprentice).....	30	12	42
Constantine (apprentice).....	2	2	4
			395
Point Hope.....	29	19	48
Point Barrow:			
Presbyterian Mission.....	201	190	391
Circle City:			
Imported from Lapland.....	144		144
Total.....	1,437	625	2,062

Historical table—Increase from 1892 to 1898.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Total from previous year.....		143	323	492	743	1,000	1,132
Fawns surviving.....		79	145	276	357	466	625
Purchased during summer.....	171	124	120	123			161
Imported from Lapland.....							144
Total October 1.....	171	346	588	891	1,100	1,466	2,062
Loss.....	28	23	96	148	100	334	.....
Total.....	143	323	492	743	1,000	1,132	.....

^aOne hundred and eighty deer killed at Point Barrow for food for distressed whalers; 66 lost or killed en route from Cape Prince of Wales to Point Barrow.

Of the above deer the following are the property of the Government:

Unalaklik.....	623
Teller Station.....	11
Golovin Bay.....	100
Point Barrow.....	118
Point Hope.....	48
Circle City.....	144
Total, as above mentioned.....	1,044

Siberian purchasing station.—Since 1891 the importation of reindeer from Siberia had been confined to the five or six weeks of midsummer, when Bering Sea and the adjacent shores of Arctic Alaska and Siberia are comparatively free from ice, the average annual importation being

134. In order, if possible, to procure deer in larger numbers, with the permission of the Russian Government and with the approval of the Secretary of the Interior, a purchasing party, consisting of Mr. John W. Kelly and two assistants, was stationed at St. Lawrence Bay, a short distance below the Arctic Circle, on the Siberian coast. During August and September several hundred deer were purchased and herded in the vicinity of the station, where they would be in readiness for shipment to Alaska during the following summer. This success encouraged the hope that a practicable method of obtaining deer in large numbers had been found. It appears, however, from the statements of the purchasing agents, that during the winter jealousies and feuds broke out among the barbarous tribes in the vicinity of the station. In the unsettled state of affairs which ensued further trading for reindeer on the part of the white men was impossible. In July, 1898, feeling that their lives were in danger, Mr. Kelly and his two assistants took refuge on a whaling vessel that chanced to enter the bay, abandoned the station, and returned to San Francisco. When Dr. Sheldon Jackson reached the station, in August, he was able to trace and secure only 166 of the deer that had been bought, which, although a larger number than the average annual importation hitherto, did not equal the number confidently expected. It was not thought advisable to continue the experiment further; the station was closed, all movable property being taken to the Teller Station, Port Clarence, Alaska.

APPROPRIATIONS FOR EDUCATION IN ALASKA.

For the past six years the annual appropriation for the education of children in Alaska has been \$30,000, increased yearly since 1895 by the sum of \$5,000 from the Indian appropriation bill. By strict economy it has been possible with these amounts to support the present school system. Within the past three years thousands of white men have settled in Alaska, many of them taking their families with them. The population of the older settlements has largely increased and several new towns have sprung up which are clamoring for school facilities. If Congress regards it as the duty of the Secretary of the Interior to continue to provide schools for the white population of Alaska, I can not state too emphatically that it is absolutely necessary that the appropriation for education in Alaska be largely increased. In order to provide school facilities which shall approximate the present needs of the increasing population of Alaska, an annual appropriation of at least \$60,000 is an imperative necessity. This is the amount which has been urgently recommended by the governor of Alaska.

The following table shows the history of Congressional appropriations for education in Alaska (exclusive of the appropriation for reindeer):

First grant to establish schools, 1884	\$25,000.00
Annual grants, school year—	
1886-87	15,000.00
1887-88	25,000.00
1888-89	40,000.00
1889-90	50,000.00
1890-91	50,000.00
1891-92	50,000.00
1892-93	40,000.00
1893-94	30,000.00
1894-95	30,000.00
1895-96	30,000.00
1896-97	30,000.00
1897-98	30,000.00
1898-99	30,000.00
Expenditure of appropriation for education in Alaska, 1898-99:	
Amount appropriated	30,000.00
Salaries of three officials	4,480.00
Salaries of twenty-eight teachers	19,012.50
Supplies for nineteen schools	1,856.95
Fuel and light	1,324.93
Freight	265.00
Traveling expenses	462.60
Repairs	647.49
Rent	224.00
Balance for outstanding liabilities	1,726.53
Total	30,000.00
Cost per capita of enrollment, \$21.77.	

Expenditure of reindeer fund, 1898-99.

Amount appropriated	\$12,500.00
Supplies for stations	5,749.57
Barter goods for purchase of deer	6,272.67
Reprinting of report, 1,000 copies, at \$41.06	416.43
Copies of 29 electrotpe illustrations, at \$0.48	14.00
Photographs for use in illustrating report	3.60
Balance	43.73
Total	12,500.00

At each mission station there is constantly going on a process of selecting the trustworthy natives—those ambitious to learn the civilization of the white man, those ambitious to hold and increase property. Reindeer intrusted to the ordinary individual savage would disappear within twelve months after the gift. The policy has therefore been adopted of lending small herds to missionary societies, the Government reserving the right, after a term of not less than three years, to call upon the mission station for the same number of deer that composed

the herd loaned. These small herds loaned to the missionary stations as a Government aid are in the nature of an outfit of industrial apparatus.

At the Government reindeer station a number of apprentices have been selected and rewards for intelligent and persevering industry offered. They were to receive two reindeer for the first year's apprenticeship; at the end of the second year five more. By this it was hoped gradually to develop the sense of individual ownership of property.

Number of reindeer loaned by the Government to missionary society and natives.

August, 1894, to the Congregational Missionary Society's Station at Cape Prince of Wales.....	118
February, 1895, to Eskimo Charlie and three native assistants	112
January 16, 1896, to the Swedish Mission Station at Golovin Bay.....	50
January 16, 1896, to the St. James Episcopal Mission Station, Yukon River.....	50
Total	330

NEW SCHOOLS NEEDED.

With the influx of miners into southern and western Alaska and the formation of settlements by miners with their families, there arises a need for the opening of new schools.

Skagway.—Skagway is the terminal point of the newly constructed railroad which leads over White Pass to the head waters of the Yukon. A railroad brings with it permanent villages, and it is now clear that Skagway will become a populous village and will need a permanent school. A temporary one was taken charge of by the Government last November, but its number of pupils has increased so rapidly that a second teacher has been appointed and a third is now needed. In new villages it happens that it is impossible to rent suitable buildings for schools. A three-room building is needed, at a cost of \$2,500.

Fort Wrangell.—The school at Fort Wrangell has been held for a number of years in an upper room of the Government building used for custom-house and post-office. The present room is occupied by natives (Indians) and whites together. The white people are desirous of having a separate school for their children, in accordance with the custom that prevails generally in Alaska. One thousand two hundred dollars will build a schoolhouse with one room, but \$2,000 will build one with two rooms, and the entire school will be accommodated under one roof, with two separate rooms and two separate school yards.

Dyea.—Dyea was for a long time the chief town at the head of the Lynn Canal, at the head of the road which enters Chilkoot Pass and arrives at Lake Bennett, leading into the Upper Yukon River. There is immediate need for the opening of a school in this town. A new building for a one-room school will cost \$1,200.

Circle City.—At Circle City a rough log cabin was constructed for a school in 1896. With the rush of the mining population to the Klondike the village was nearly emptied and the school broken up, but a reaction has come since then, and Circle City now needs another school building with one room, costing \$1,000.

Unalaklik.—At Unalaklik, north of St. Michaels, the Government formerly contributed a sum for the support of the school-teacher, but the stipend was discontinued in 1894. There should be a Government schoolhouse of one room built, costing \$1,500.

Yakutat.—At Yakutat, on the coast south of St. Elias, a small annual stipend was paid to assist in the support of the school-teacher at the Swedish Mission, but, as in the case above mentioned, it was discontinued in 1894. There should be a new building of one room built at this point, costing \$1,200.

St. Michaels.—At St. Michaels, which is the point of entry for the Yukon district and the chief port on the Bering Sea, a school building of two rooms should be constructed, at a cost of \$2,500.

Bethel.—At Bethel, on the Kuskokwim River, a building is needed for a school of one room. At the Moravian Mission, situated at this place, the Government formerly assisted in paying the school-teacher, but discontinued it in 1894, as above explained.

Carmel.—Carmel, on Bristol Bay, is an important point, and up to 1894 a portion of the salary of the school-teacher at the mission at that point was paid. There should be a one-room school building built.

Golovin Bay.—Golovin Bay is situated to the north of Norton Sound. Up to 1894 a portion of the salary of the school-teacher at the Swedish Mission here was paid by the Government. There should be a one-room school building built at this point.

Kotzebue Sound.—Kotzebue Sound, beyond Bering Strait, on the north side of Prince of Wales Peninsula, is a new mining district. There should be a school building of one room established near the mission supported by the Friends, at a cost of \$1,500.

Weare.—Weare, on the Middle Yukon. The North American Trading and Transportation Company, which has large storehouses at this point, will probably furnish a building in case the Government will pay for the teacher.

Rampart.—Rampart, at the mouth of the Tanana River, an important distributing station, needs a school building, but no estimate is here submitted.

Peavey.—Peavey, a mining town on the Koyukuk River, the great northern branch to the Yukon, needs a school building, but no estimate is here submitted.

Kosoreffsky.—At Kosoreffsky, a Roman Catholic mission station, a Government teacher should be supported.

Nome City, the new mining city. A school is needed immediately. More than one hundred children are reported resident there.

THE EDUCATIONAL POLICY FOR THE NEW POSSESSIONS.

The Hawaiian Islands.—The present status of the educational system of Hawaii is all that can be desired and need not concern the General Government except to preserve the present educational efficiency in those islands. The school system of the Hawaiian Islands has for

some years been noted as remarkable for its completeness, even when compared with school systems on the continents of America and Europe.

The total population is placed, in 1896, at 109,020 people; of these, the total number of pupils enrolled in school was 14,522, the same being a little more than 14 persons in each 100 of the population. Of these pupils, 10,568 were attending the public schools of the islands and 3,958 private schools.

It is interesting to note that nearly 37 per cent of the pupils attending the schools are native Hawaiians; 17 per cent part Hawaiians; only 3 per cent of American parentage, and 2 per cent of British; more than 26 per cent are of Portuguese parentage; of Chinese, 7 per cent; Japanese, 4 per cent, and German, 2 per cent. These schools have been for some time in successful operation and many pupils have passed through the lower grades and reached the high school course; 163 boys and 72 girls, making 235 in all, are enrolled in studies which belong to the twelfth year's school work.

The Spanish colonies.—With regard to the Spanish colonies and protectorates the policy of active encouragement of education suggests itself. It is assumed that when the Government of the United States acquires additional territories that it desires to assimilate their populations and make them capable of self-government with as much expedition as is feasible. It has been said that a child of an American citizen in a favorable locality, between the years of 1 and 20, passes through all the stages of culture between the savage and the highest civilization. However this may be, the school in the course of eight years of elementary studies and four years of secondary or higher study fits the youth for understanding and using the instruments of civilization, and brings him into a proper sense of the ideals revered by his fellow-men. In the case of a population like those of Spanish America it is evident that special attention should be given in the public schools to the elements of industries. Not so much agriculture as the mechanic arts and the arts of transportation should be taught.

The States in the Union which have made themselves wealthy have given most attention to the schools of the people and have always devoted a large proportion of their revenues to their support. Quite as large a proportion of the revenue of the Spanish islands must be set apart for education. Attempts have often been made in the history of the Spanish colonies to set up educational systems that rivaled those of the United States and Germany, but they have always failed after a few months or years through financial mismanagement. With revenues in the hands of fiscal agents appointed by the United States it will be easy to collect and apply a sufficiency of school funds to make it possible to provide for good buildings, efficient supervision, and an excellent corps of teachers. It is assumed that the management of these islands must be left for a number of years in the hands of military governors, assisted by a corps of local officers. All proper steps

will be taken to interest substantial citizens—those who possess educated intelligence or who have been successful in the management of property—to come forward and assist in restoring social order and in reestablishing business in its proper channels. Such persons as these will be invited to assist in reestablishing schools, for the attempt must not be to make new schools take the place of the old ones. The old ones must be revived and the persons who have been employed in them must be invited to take up their work again. Spanish teachers may be assisted by superintendents who are thoroughly acquainted with the most approved methods in operation in the United States. If Congress finds it desirable to aid the education in these colonies by appropriations from the Federal Treasury it should furnish supervisors in sufficient numbers to make possible weekly visits to each of the schools in operation. Further than this it may provide a corps of Spanish-English teachers, teachers whose native tongue is English, but who are familiar with the Spanish. These teachers may be itinerant, visiting each school once per week. They must be numerous enough to form from 5 to 10 per cent of the entire corps of teachers.

It is all important that in the reorganization of the schools in Spanish countries we do not attempt too much in the way of introducing the English language. All of the daily lessons except one should be given in Spanish. The one exception should be a lesson in reading elementary English. The lesson which is given once a week by the Spanish-English teacher should be left to the regular teacher of the school for repetition during the rest of the week. If it is demanded that other lessons, such as arithmetic, geography, or history be taught in English there will be just ground for suspicion on the part of the Spanish population that it is the purpose of the United States to enforce the use of the English language in these territories. There are a few examples in the history of nations of compulsory introduction of a new language in newly acquired territories, but these have been signally unsuccessful in effecting their purpose. Of course the policy will not be considered for a moment by the United States. It is reasonable, however, that the new colonists should be taught English as the most useful of foreign languages. If it should happen that in future years, when all of the inhabitants are acquainted with the English tongue, Spanish should fall into complete disuse, that is an event not in any way to be contemplated now. Certainly the children for many generations should know not only English but also Spanish and have pride in all the good things that belong to the history of Spain. They will be all the stronger American citizens for it. But a suspicion among the Spanish citizens that an attempt will be made to dispossess them of their Spanish tongue will make all attempts at improving their schools worse than useless.

The revival of business in its old channels and the swift taking possession of new avenues of business which will open to these people through their connection with the United States; the education of their

children in mechanic industries and in a knowledge of science which makes the invention of labor-saving machines possible; the education of these children in Spanish and American literature, in geography, mathematics, and history, and above all the development of a habit of reading periodicals, and especially the daily newspaper, will do what is desired in the way of assimilating these people to the national standard. The newspaper more than any other instrumentality aids in the formation of one public opinion north and south, east and west. In the daily newspaper each inhabitant sees what the rest of his nation, in fact what the world is thinking about, and he contributes his own quota of thought to the settlement of the great question of the day, and forms his opinion also in the light of the aggregate verdict of his fellow citizens. This government by public opinion is the perfection of free government.

Cuba.—According to the official report of the University of Cuba for 1888-89 there were 1,046 students enrolled. Later reports show substantially the same enrollment for following years.

1888-89	1,046
1889-90	1,009
1890-91	1,059
1891-92	1,083

The secondary instruction (such as is conducted in high schools and academies as preparatory schools for college in the Northern States of our Union) is organized since 1880 as an institute in each capital in the six provinces, and has enrolled students and awarded degrees of bachelor of arts as appears in the following table:

Year.	Havana.		Matanzas.		Santa Clara.		Puerto Principe.		Pinar del Rio.		Santiago.	
	Stu- dents.	A. B. de- gree.	Stu- dents.	A. B. de- gree.	Stu- dents.	A. B. de- gree.	Stu- dents.	A. B. de- gree.	Stu- dents.	A. B. de- gree.	Stu- dents.	A. B. de- gree.
1863.....	663											
1864-65.....	764											
1865-66.....	541		257									
1866-67.....	683		238									
1867-68.....			302									
1868-69.....	1,804	186			334	56	113	17				
1867-68.....	1,752	204	226		390	34	121	14				
1868-69.....	1,774	209			328	99	143	27	145	12	255	11
1869-70.....	1,956	243	367	51	326	26	144	19				
1870-71.....	1,853	253	396	43	331	33	169	18				
1871-72.....			371	40	331	36						
1872-73.....			422	47	339							
1873-74.....												

Counting together the maximum attendance on these institutes we find 3,337 as the largest number of students and 453 as the largest number of degrees for one year. The population at this epoch ranged from 1,000,000 to 1,500,000 (1,425,771 in 1894). The number of pupils in the elementary schools may be seen approximately in the following table. (The term "elementary" with us in the States includes eight school years, from the age of 6 to 13, inclusive.)

Place.	Population, 1893-94.	Elementary pupils, 1893-94.						Total.
		Public schools.			Private schools.			
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Havana	457, 124	5, 339	4, 116	9, 455	5, 766	7, 191	12, 957	a 26, 732
Matanzas	285, 025	3, 442	2, 210	5, 652	2, 236	2, 180	4, 416	10, 068
Santa Clara	283, 790	4, 684	3, 395	8, 089	2, 279	2, 329	4, 608	12, 697
Puerto Principe	69, 061	986	801	1, 787	281	507	788	2, 575
Pinar del Rio b	271, 010	.....	.....	3, 565	.....	.....	732	4, 297
Santiago b	229, 761	.....	.....	6, 031	.....	.....	1, 837	7, 868
Total	1, 425, 771	.....	.....	34, 579	.....	.....	25, 338	64, 237

a Havana includes 4,320 domestic pupils in its total.

b Pinar del Rio and Santiago for the year 1888-89.

So far as reported the girls at school in the several provinces number 10,522, while the boys number 14,461.

The province of Havana reports its colored pupils separately, as follows:

	Public schools.			Private schools.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Colored	1, 003	1, 080	2, 083	1, 152	1, 401	2, 553
White	4, 336	3, 036	7, 372	4, 614	5, 790	10, 404

The following table shows in four provinces the relative proportions of colored and white in the population at latest dates reported:

Provinces.	White.	Colored.
Havana	240, 852	106, 653
Matanzas	147, 919	111, 689
Santa Clara	244, 344	109, 778
Puerto Principe	54, 231	13, 558
Total	787, 346	341, 578

Porto Rico.—The latest statistics of the elementary schools of Porto Rico give, for 1898, 27,936 as the number enrolled for the year. In the northern district there were 9,942 boys and 6,457 girls. In the southern district there were 9,132 boys and 4,207 girls. The same statistics report 125,695 children of school age (6 to 18 years presumably).

The following historical table shows the increase of schools from 1864 to 1881:

Year.	Attendance.		
	Boys.	Girls.	Total.
1864	2, 396	1, 092	3, 488
1867	7, 543	1, 929	9, 472
1869	6, 192	1, 937	8, 129
1878	7, 523	3, 474	11, 097
1880	10, 736	4, 482	15, 218
June, 1881	18, 025	6, 095	24, 120
July, 1881	18, 025	6, 095	24, 120

The population is reported in round numbers at 500,000 white and 390,000 colored, making a total of 890,000 people. The illiteracy is reported as 87.4 per cent of the white population and 86.8 per cent of the colored.

In January Gen. John Eaton, formerly United States Commissioner of Education, received an appointment under the school authorities in the island of Porto Rico and undertook the work of reorganization. The problems incident on the adaptation of a former system of schools to the new conditions which arise upon a change of sovereignty are in a fair way to be settled by the experiment under his charge.

The Philippine Islands.—It seems that there are something like thirty languages and dialects spoken on the different islands composing the Philippine group. The Visaya dialect leads with 2,024,409 natives who speak it. The Tagalo dialect is spoken by a little more than one-half as many natives, namely, 1,216,508. There are five other dialects which are spoken each by over 100,000 natives. These are the Cebuano, Ilocano, Vical (Bicol), Pangasinan, Pampango.

Dialect.	Number who speak it.
Visaya	2, 024, 409
Tagalo	1, 216, 508
Cebuano	385, 866
Ilocano	354, 378
Vical (Bicol)	312, 554
Pangasinan	263, 000
Pampango	193, 424
Total	4, 750, 139

In 1869 these seven peoples included nineteen-twentieths of the entire native population. The Tagalos and the Visayas are of the Malay race and were Christianized by Catholic missionaries in the sixteenth and seventeenth centuries. The number of Christians in these two peoples together with those in the other tribes of Indians amount to over 6,000,000. The total Spanish population aside from the army, including those born in Spain and also those born of Spanish parents on the islands, amounts to less than 10,000 persons. The Catholic missionaries have organized a school system. The University of the Philippines reported about 1,000 students in 1858. The total number of graduates from it is reported as about 11,000.

UNITED STATES BUREAU OF EDUCATION.

Summary of work done in the division of correspondence and records for the year ending June 30, 1899.

Letters received	14, 372
Documents received by mail	10, 954
Documents from the Government Printing Office.....	73, 245
Documents from other sources not by mail.....	17, 418
Total	90, 663

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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Acknowledgments for documents sent out	26,764
Statistical forms by mail	14,859
Periodicals, magazines, newspapers, etc	16,467
Pieces of printed matter handled in mail room	159,952
Letters written	13,168
Documents sent out	122,567
Slips addressed for documents	60,581
Pages indexed and subindexed	12,819
Newspapers clipped for educational items	2,744
Envelopes and wrappers cut	58,922
Envelopes addressed for official matter	16,742
Extra pages of typewriting	4,346

Summary of work done in the division of international exchange for the year ending June 30, 1899.

I. INTERNATIONAL EXCHANGE.

Home journals examined, chiefly educational	6,342
Foreign journals examined, educational and other	6,765
Articles indexed on cards	1,234
Batches clipped and filed	940
Pages of scrapbook filled	130
Inquiries and replies received	599
Inquiries sent out	120
Inquiries answered in writing	428
Foreign letters received	321
Foreign letters sent	215
Letters translated	170
Inquiries answered orally to callers	630
Pages of book orders sent	72
Pages of notes made in examining foreign matter	288
Files examined	92
Pages of computation	738
Invoices, acknowledgments, and book lists checked	1,950
Pages of manuscript estimated and numbered	12,000
Letters and cards of acknowledgment	860
Pages of reports, weekly and summaries	275
Consultations with members of division and editorial corps	1,058
Pages of manuscript copied	2,376
Pages of manuscript and typewriting compared	5,349
Addresses written and revised	1,722
Printed matter mailed	210
Sheets and diagrams ruled	57
Entertaining foreign visitors, holding copy, indexing files, arranging and keeping lists, instructing assistants, searching for material, and other miscellaneous work.	

II. RESEARCH, REVISION, AND COMPOSITION.

Books and pamphlets on education examined	5,969
Reviews examined and articles briefed	520
Volumes examined in search of information	1,687
Pages of manuscript examined	2,692
Lists, files, and tables examined and revised	292
Pages of manuscript revised and edited	11,612
Pages of replies composed	512

26 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistical compilations.....	256
Catalogue and index cards revised.....	5,586
Pages of translation made.....	710
Pages of composition for Annual Report.....	1,578
Pages of composition for other publications.....	360
Manuscripts briefed, pages.....	280
Tables, charts, and diagrams made.....	384
Proof sheets revised in galleys.....	503
Proof sheets revised in pages.....	975
Proof sheets examined in pages.....	290

NOTE.—This division also performs the work detailed under the “foreign section” of the library and museum division.

III. LIBRARY WORK, FOREIGN SECTION.

Books received, entered, catalogued, and numbered.....	1,326
Pamphlets disposed of, partly by exchange.....	3,263
Catalogue cards made.....	3,767
Order cards made.....	406
Pages of bulletins of new books received.....	176
Periodicals entered.....	4,127
Cards classified and filed.....	6,901
Books cut.....	404
Periodicals arranged in files, about.....	6,000
Cards copied.....	3,050
Cards compared, about.....	3,700
Slips addressed.....	5,325
Abbreviated and alphabetized book titles.....	470
Files and volumes arranged for bindery.....	583
Circulars sorted and stamped.....	9,095
Books arranged on shelves, about.....	1,730

Library and museum division.

Books:		Catalogues—Continued.	
Cut.....	850	Numbered.....	17,748
Entered.....	1,527	Stamped.....	16,006
Labeled.....	5,542	Copying (pages):	
Loaned.....	1,843	Bibliography.....	1,071
Numbered.....	1,902	Bulletin.....	188
Shelved.....	4,931	Manuscript.....	1,521
Reshelved.....	16,295	Report of library division..	250
Stamped.....	1,809	Typewriting.....	4,346
Cards:		General work (days):	
Alphabetized.....	7,694	Answering inquiries.....	153
Copied.....	4,452	Bibliography.....	691
Distributed.....	8,521	Card cases.....	165½
Revised.....	3,119	Comparing.....	84
Cards written:		Loan cases.....	106
For card catalogue.....	9,905	Research.....	306½
On books.....	6,953	Supervision.....	285
On books loaned.....	3,685	Indexing:	
On magazines.....	2,974	Articles.....	1,694
On school journals.....	1,027	Books.....	1,345
Order cards.....	400	Magazines.....	1,070
Catalogues:		Pamphlets.....	1,192
Assorted.....	18,801	School journals.....	991
Filed.....	17,957		

Library and museum division—Continued.

Letters:		Miscellaneous—Continued.	
Answered	644	Reports compared with cards	4, 502
Noted	592	Slips addressed	1, 050
Prepared	790	Translating, pages	251
Written	1, 168	Volumes prepared for bindery	1, 197
Pamphlets:		Volumes sent to bindery....	1, 220
Assorted	5, 794	Pages revised and compared	2, 066
Distributed	6, 742		
Filed	5, 602		
Numbered	6, 722		
Stamped	7, 309		
Periodicals:		RÉSUMÉ.	
Assorted	9, 297	Books arranged on shelves and classified	17, 925
Entered	6, 563	Books cut	1, 254
Examined	7, 596	Books in library June 30, 1899...	78, 840
Filed	10, 607	Books loaned	1, 843
Stamped	9, 436	Books received, entered, catalogued, and numbered	2, 853
Time (days):		Books reshelved	16, 295
Annual leave	236½	Books sent to bindery	1, 220
Holidays	54½	Books shelved	6, 661
Sick leave	117½	Bulletins of new books received, pages	364
Total days' service	1, 731½	Cards classified and filed	15, 422
Miscellaneous:		Cards compared, about	6, 819
Books assorted	17, 967	Cards copied	7, 502
Books classified and marked	2, 522	Catalogued cards made	13, 672
Books received from bindery	446	Order cards made	806
Books wrapped	8, 980	Pamphlets disposed of, partly by exchange	3, 263
Catalogues shelved	18, 924	Pamphlets in library June 30, 1899	148, 600
Documents sent out	2, 148	Periodicals arranged in files....	16, 607
Duplicates sent out	8, 443	Periodicals entered	10, 670
Envelopes addressed	1, 157	Slips addressed	6, 375
Envelopes folded	5, 271	Volumes disposed of, duplicates (educational reports, etc.)...	8, 443
Manuscript compared	2, 773		
Oral inquiries answered	3, 250		
Pages of dictation	516		
Periodicals filed	10, 237		
Press copies made	3, 450		

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stats., 417), an annual appropriation of \$15,000 for the year ending June 30, 1890, and of \$1,000 additional for each subsequent year until said annual appropriation amounts to \$25,000 was made out of money arising from the sales of public lands, "for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts," established in accordance with the provisions of an act of Congress approved July 2, 1862.

The said act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of the institutions receiving the benefits of the said act (sections 2 and 3),

and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

During the year the reports from the treasurers of the colleges giving instruction in agriculture and the mechanic arts were carefully examined and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (forty-eight in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1900.

The amounts received by the several States and Territories from the passage of the act to June 30, 1899, together with the statistics for the year ended June 30, 1898, of the institutions receiving the benefits thereof, are given in the following pages:

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

States and Territories.	Year ending June 30—									
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Alabama	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000
Arizona	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Arkansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
California	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Colorado	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Connecticut	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Delaware	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Florida	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Georgia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Idaho	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Illinois	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Indiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Iowa	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Kansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Kentucky	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Louisiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Maine	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Maryland	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Massachusetts	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Michigan	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Minnesota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Mississippi	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Missouri	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Montana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Nebraska	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Nevada	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
New Hampshire	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
New Jersey	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
New Mexico	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
New York	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
North Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
North Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Ohio	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Oklahoma	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Oregon	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Pennsylvania	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Rhode Island	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
South Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
South Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Tennessee	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Texas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Utah	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Vermont	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Virginia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Washington	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
West Virginia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Wisconsin	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Wyoming	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000
Total	660,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000

FOR THE COLORED RACE.															
West Virginia University, Morgantown, W. Va.....	9	24	4	188	16	259	63	15	7	126	0	.....	100	5,000	300,000
University of Wisconsin, Madison, Wis.....	11	56	1	.....	.....	479	1	23	.....	826	438	54,000	14,000	200	283,500
University of Wyoming, Laramie, Wyo.....	7	9	2	6	0	12	1	.....	.....	70	36	5,750	4,000	180	132,000
Agricultural and Mechanical College, Normal Ala.....	6	5	194	246	4	14	.....	.....	.....	.....	.....	2,500	1,000	130	38,800
Branch Normal College of Arkansas Industrial Uni- versity, Pine Bluff, Ark.....	6	2	.....	.....	50	37	2	2	72	27	.....	3,000	750	.....	33,000
State College for Colored Students, Dover, Del.....	6	1	18	9	14	5	.....	.....	.....	.....	.....	500	200	90	21,800
Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.....	3	4	3	51	118	1	1	0	0	16	31	740	400	91	19,500
Georgia Industrial College for Colored Youth, Col- lege, Ga.....	11	0	70	40	50	.....	.....	.....	.....	.....	.....	400	120	20	19,500
State Normal School for Colored Persons, Frank- fort, Ky.....	3	2	20	16	15	6	.....	.....	.....	44	46	717	166	5	13,354
Southern University and Agricultural and Mechan- ical College, New Orleans, La.....	0	5	8	129	252	132	108	0	0	0	.....	760	636	40	55,171
Alcorn Agricultural and Mechanical College, West- side, Miss.....	14	.....	224	.....	24	.....	.....	.....	.....	248	.....	3,520	4,800	100	153,750
Lincoln Institute, Jefferson City, Mo.....	3	.....	69	.....	.....	.....	.....	.....	.....	48	.....	225	100	14	62,550
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.....	9	1	36	31	37	12	1	.....	.....	.....	.....	714	2,000	20	46,250
Colored Normal, Industrial, and Agricultural and Mechanical College, Orangeburg, S. C.....	0	12	9	223	263	12	13	0	0	.....	.....	400	350	75	80,000
Prairie View State Normal School, Prairie View, Tex. Hampton Normal and Agricultural Institute, Hamp- ton, Va.....	5	3	.....	.....	100	90	.....	.....	.....	.....	.....	946	250	300	76,989
West Virginia Colored Institute, Farm, W. Va.....	4	30	49	443	368	118	68	1	8	.....	.....	8,725	916	500	684,000
J. H. Hill.....	5	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	200	.....	30,500

Oklahoma Agricultural and Mechanical College.....	37,349	500	12,554	23,000	15,000	1,173	8,568	15,000	2,916
State Agricultural College of Oregon.....	2,993	5,000	25,637	23,000	15,000	1,161	23,229	15,000	9,038
Pennsylvania State College.....	48,799	21,500	2,942	23,000	15,000	10,159	41,755	15,000	52,007
Rhode Island College of Agriculture and Mechanic Arts.....	23,337	56,000	5,764	11,500	15,000	4,862	23,900	15,000	10,000
Clemson Agricultural College.....	22,158	17,500	23,960	23,000	15,000	5,000	23,073	15,000	22,424
State Agricultural College of South Dakota.....	333	60,500	14,280	23,000	15,000	10,988	21,484	15,000	29,445
University of Tennessee.....		12,250	8,130	17,250	15,000	8,332	26,333	15,000	8,657
Agricultural and Mechanical College of Texas.....		6,000	20,659	23,000	15,000	6,333	22,127	15,000	15,948
Agricultural College of Utah.....		15,000	11,595	15,333	15,000	37,618	46,467	15,000	24,988
University of Vermont and State Agricultural College.....		3	36,550	23,000	15,000	11,593	18,333	17,190	30,901
Virginia Agricultural and Mechanical College.....		78,800	9,300	18,000	15,000	11,858	22,005	15,000	11,595
Washington Agricultural College, Experiment Station, and School of Science.....	3	8,077		19,000	15,000	5,000	18,400	30,125	57,386
West Virginia University.....				23,000	15,000	1,167	21,017	15,557	45,200
University of Wisconsin.....	7,680								5,400
University of Wyoming.....									
FOR THE COLORED RACE.									
Alabama Agricultural and Mechanical College for Colored Students.....	601	4,000		10,477		17,500	7,849		2,349
Branch Normal College of Arkansas Industrial University.....		9,000		6,273		450			
Delaware State College for Colored Students.....				4,600		200	3,560		2,200
Florida State Normal and Industrial College for Colored Students.....	1,025			11,500		389	7,500		
Georgia Industrial College for Colored Youth.....	2,916		8,000	7,667		454	6,248		3,966
Kentucky State Normal School for Colored Persons.....	1,055	7,404	628	3,335		2,573	2,780		7,639
Southern University and Agricultural and Mechanical College.....		9,000		11,832			11,862		9,000
Alcorn Agricultural and Mechanical College.....		34,629	6,815	12,310					
Lincoln Institute.....	6	21,400		1,233			4,940		10,509
Agricultural and Mechanical College for the Colored Race.....	82	12,500		8,064		110	8,151		2,598
Colored Normal, Industrial, and Agricultural and Mechanical College of South Carolina.....									
Prairie View State Normal School.....		10,000	5,754	11,500		1,105	13,246		5,754
Hampton Normal and Agricultural Institute.....		15,700		5,750		8,114	5,675		2,200
West Virginia Colored Institute.....	1,645	15,000	10,329	7,667		175,400			212,539
				5,000		830	5,372		500

STATISTICAL DIVISION.

The statistics of education in the United States cover about 800 pages of the Education Report for 1897-98. This information was collected directly from the schools on 27 different schedules or forms of inquiry, then tabulated and summarized by the clerks in the division of statistics in charge of the statistician of the office. The following table shows the different classes of institutions to which the 38,000 forms of inquiry were sent, the number of questions asked, the number of schools of each class reporting, the number of requests it was necessary to mail to each class to procure the statistics, and, finally, references to the chapters of the Annual Report where the information is tabulated:

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed, about—	Where information is tabulated in Report for 1897-98.
State systems.....	74	50	150	Vol. 1, introduction.
City systems.....	42	626	1, 500	Chapter XLVII, vol. 2.
City and village systems.....	20	266	1, 000	Chapter XLVII, vol. 2.
Public high schools.....	46	5, 315	15, 000	Chapter XLVI, vol. 2.
Private high schools.....	46	1, 990	6, 500	Chapter XLVI, vol. 2.
Normal schools.....	27	345	1, 000	Chapter XLV, vol. 2.
Universities and colleges.....	40	480	1, 000	Chapter XLII, vol. 2.
Colleges for women.....	22	148	350	Chapter XLII, vol. 2.
Schools of technology.....	40	43	100	Chapter XLII, vol. 2.
Agricultural colleges.....	45	64	100	Chapter XLIV, vol. 2.
Medical schools.....	15	151	250	Chapter XLIII, vol. 2.
Theological schools.....	13	155	250	Chapter XLIII, vol. 2.
Law schools.....	16	83	200	Chapter XLIII, vol. 2.
Dental schools.....	12	50	150	Chapter XLIII, vol. 2.
Schools of pharmacy.....	13	45	150	Chapter XLIII, vol. 2.
Veterinary schools.....	11	14	50	Chapter XLIII, vol. 2.
School for nurses.....	11	377	1, 000	Chapter XLIII, vol. 2.
Manual-training schools.....	20	114	300	Chapter XLVIII, vol. 2.
Commercial schools.....	18	337	1, 000	Chapter XLIX, vol. 2.
Schools for the colored race.....	33	161	500	Chapter L, vol. 2.
Institutions for the blind.....	29	36	100	Chapter LI, vol. 2.
Institutions for the deaf.....	31	105	300	Chapter LI, vol. 2.
Institutions for the feeble minded.....	23	29	100	Chapter LI, vol. 2.
Reform schools.....	23	87	250	Chapter LII, vol. 2.
Kindergartens.....	12	2, 884	8, 000	Chapter LIII, vol. 2.
Kindergarten training schools.....	10	90	500	Chapter LIII, vol. 2.
Kindergarten associations.....	10	130	500	Chapter LIII, vol. 2.

In the following pages Tables 1 to 11 contain an epitome of the statistics indicated above. The more important items relating to elementary, secondary, and higher education are given by States in these summaries.

The work of this division has not been confined strictly to the collection and tabulation of statistics. It does most of the editorial work and proof reading, besides a considerable amount of miscellaneous work. One clerk has devoted the greater part of his time to the preparation of a History of Education in the South, another has prepared a digest of the school laws of all the States, and another was detailed for the greater part of the year on work connected with the Omaha exposition.

The following statement shows the nature of the work done by the statistical division for the year ending June 30, 1899, and the amount, so far as such work can be indicated in tabular form:

Statistical schedules sent out	38, 094
Statistical returns received	14, 859
Catalogues received and classified	8, 178
Special inquiry returns received	7, 959
Letters received and filed	1, 459
Statistical returns examined and checked	26, 394
Statistical returns prepared for tabulating	19, 544
Statistical forms tabulated	30, 903
Returns summarized	35, 138
Statistical tables compiled, sheets	1, 026
Statistical tables copied, sheets	528
Returns compared with tables	16, 243
Computations made	46, 703
Catalogues examined for statistics	6, 052
Periodicals and reports examined	1, 601
Manuscript prepared, pages	1, 620
Manuscript edited and revised, pages	16, 728
Pages of Annual Report indexed	1, 436
Proof read, galleys	1, 607
Proof read, pages	3, 096
Proof revised, pages	5, 089
Corrections transferred, pages	6, 130
Duplicate proof stamped	9, 499
Official letters written	688
Envelopes and reminder cards addressed	53, 441
Envelopes filled and sealed	39, 290
Forms and circulars folded	36, 592
Forms and circulars dated and stamped	27, 717
Book slips addressed	10, 123
New list made, names	6, 401
New list, cards made, checked, and numbered	13, 496
Books and catalogues arranged and shelved	3, 485
Printed reports, book pages read for information	8, 630
Tables ruled, sheets	1, 020
Oral inquiries answered	809
Typewriting, copying, and comparing	2, 251

TABLE 1.—COMMON-SCHOOL STATISTICS, 1897-98.

Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Estimated total population in 1898.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
United States	72,737,100	15,038,636	20.68	10,286,092	131,750	277,443	409,193
North Atlantic Division	20,247,100	3,614,463	17.85	2,587,468	19,231	80,732	99,963
South Atlantic Division	9,868,500	2,134,725	21.63	1,314,622	20,199	26,605	46,804
South Central Division	12,868,600	2,875,366	22.34	1,870,510	31,317	29,167	60,484
North Central Division	25,737,600	5,669,572	22.03	3,996,895	54,911	124,442	179,353
Western Division	4,015,300	744,510	18.54	516,597	6,092	16,497	22,589
North Atlantic Division:							
Maine	655,400	134,405	20.51	97,616	a 1,257	a 5,470	6,727
New Hampshire (1897)	398,700	64,207	16.10	47,717	202	2,509	2,711
Vermont	334,100	65,532	19.61	48,060	389	2,397	2,786
Massachusetts	2,694,000	456,141	16.93	349,147	1,174	12,029	13,203
Rhode Island	417,000	65,384	15.68	47,370	193	1,659	1,852
Connecticut	863,900	147,833	17.11	105,002	373	3,570	3,943
New York (1897)	6,851,000	1,203,199	17.56	827,652	5,461	28,924	34,385
New Jersey	1,837,000	304,680	16.59	200,278	834	5,442	6,276
Pennsylvania	6,196,000	1,173,082	18.93	864,626	9,348	18,732	28,080
South Atlantic Division:							
Delaware (1892)	173,200	33,174	19.15	22,693	218	622	840
Maryland	1,200,000	236,003	19.67	134,539	1,144	3,843	4,987
District of Columbia	285,300	44,698	15.67	34,383	148	959	1,107
Virginia (1897)	1,704,000	367,817	21.59	215,421	3,013	5,562	8,575
West Virginia	866,000	236,188	27.27	159,768	4,096	2,712	6,808
North Carolina	1,754,000	399,375	22.77	214,540	3,696	3,522	7,217
South Carolina (1897)	1,274,000	258,183	20.27	182,559	2,245	2,728	4,973
Georgia	2,097,000	450,832	21.50	278,715	4,519	4,886	9,505
Florida	515,000	108,465	21.06	74,004	1,121	1,671	2,792
South Central Division:							
Kentucky (1897)	2,016,000	501,893	24.90	308,697	4,909	5,051	9,960
Tennessee (1896)	1,877,000	481,585	25.66	338,176	5,121	4,014	9,135
Alabama (1897)	1,741,000	348,899	20.04	a 222,690	a 4,741	a 2,778	7,519
Mississippi (1897)	1,448,000	367,579	25.39	223,900	3,649	4,254	7,903
Louisiana (1897)	1,347,000	182,341	13.54	132,046	1,362	2,472	3,834
Texas (1897)	2,821,000	612,140	21.70	404,372	6,179	6,774	12,953
Arkansas	1,295,000	303,808	23.46	191,447	4,515	2,568	7,073
Oklahoma	323,800	77,121	23.83	49,182	841	1,266	2,107
Indian Territory							
North Central Division:							
Ohio	3,917,000	810,285	20.69	618,667	10,358	14,898	25,256
Indiana	2,259,000	566,157	25.06	432,931	7,197	8,026	15,223
Illinois	5,017,000	939,163	18.72	729,227	6,718	18,549	25,267
Michigan	2,254,000	496,025	22.01	a 347,714	3,625	12,048	15,673
Wisconsin	2,107,000	435,914	20.69	a 287,000	2,654	9,811	12,465
Minnesota	1,766,000	384,083	21.75	a 243,200	2,304	8,939	11,243
Iowa	2,101,000	548,852	26.12	370,845	5,855	22,839	28,694
Missouri	3,062,000	688,583	22.49	440,692	5,951	9,315	15,266
North Dakota	352,300	67,375	19.12	41,155	1,115	2,522	3,637
South Dakota (1896)	406,300	89,001	21.91	a 54,600	1,321	3,187	4,508
Nebraska	1,167,000	273,914	23.47	173,930	2,433	7,175	9,608
Kansas	1,329,000	370,240	27.86	256,934	5,380	7,133	12,513
Western Division:							
Montana	245,900	35,070	14.26	a 23,400	201	885	1,086
Wyoming	112,300	13,042	11.61	a 8,700	102	434	536
Colorado	584,900	104,733	17.91	69,973	744	2,238	2,982
New Mexico	181,500	26,484	14.59	16,950	333	270	603
Arizona	87,020	14,613	16.79	9,011	156	279	435
Utah	264,900	70,878	26.76	b 49,638	502	837	1,339
Nevada	41,080	7,848	17.89	4,982	40	274	314
Idaho	157,200	29,737	18.92	21,528	824	824	848
Washington	472,100	97,916	20.74	64,192	1,033	2,288	3,321
Oregon	373,400	85,230	22.83	62,799	1,250	2,443	3,693
California	1,496,000	259,459	17.36	185,424	1,407	6,025	7,432

a Approximately.

b Salt Lake City estimated.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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TABLE 2.—COMMON-SCHOOL STATISTICS, 1897-98.

Average number days taught, salaries of teachers, value school property, State and local taxation.

State or Territory.	Average number of days the schools were kept. <i>a</i>	Average monthly salaries of teachers.		Value of public-school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Females.				
1	2	3	4	5	6	7	8
United States	143.1	<i>b</i> \$45.16	<i>b</i> \$38.74	\$492,703,781	\$35,600,643	\$124,104,053	\$20,399,578
North Atlantic Division ..	174.5	<i>b</i> 55.13	<i>b</i> 41.00	198,197,537	12,599,732	52,358,675	11,418,838
South Atlantic Division ..	112.7	<i>b</i> 31.21	<i>b</i> 31.45	22,266,065	4,445,868	6,492,677	1,020,565
South Central Division ..	98.6	<i>b</i> 40.21	<i>b</i> 34.74	21,760,411	6,530,317	4,380,672	679,413
North Central Division ..	152.4	<i>b</i> 46.53	<i>b</i> 38.14	211,848,908	7,289,537	62,450,015	5,868,475
Western Division	151.8	<i>b</i> 58.59	<i>b</i> 50.92	38,630,860	4,735,189	8,422,014	1,412,287
North Atlantic Division:							
Maine	137	40.61	26.32	4,225,401	513,066	1,076,160	0
New Hampshire	<i>c</i> 134.55	<i>c</i> 37.10	<i>c</i> 27.64	<i>c</i> 3,284,121	<i>d</i> 58,831	<i>d</i> 857,388	<i>d</i> 63,360
Vermont	154	41.40	26.04	1,800,000	87,196	721,506	18,821
Massachusetts	186	137.50	51.44	39,077,405	0	13,367,878	91,955
Rhode Island	191	104.63	51.00	4,578,334	122,487	1,302,167	54,152
Connecticut	188.82	88.49	43.03	9,879,822	291,849	2,154,301	242,403
New York	176			71,832,511	<i>d</i> 3,850,000	<i>d</i> 17,107,893	<i>d</i> 7,300,000
New Jersey	185	85.82	49.72	14,601,840	2,194,895	3,265,465	97,299
Pennsylvania	159.4	42.09	38.45	<i>c</i> 48,917,003	5,481,408	12,505,897	3,550,848
South Atlantic Division:							
Delaware	<i>e</i> 160	<i>g</i> \$36.60	<i>g</i> \$34.08	<i>f</i> 904,426	<i>h</i> 16,000	<i>e</i> h209,000	0
Maryland	<i>c</i> 182	<i>f</i> 51.20	<i>g</i> 43.10	<i>g</i> 4,500,000	602,958	1,797,761	548,800
District of Columbia ..	185	94.48	64.31	3,750,000	0	<i>k</i> 1,251,655	0
Virginia (1896-97) ..	120.2	31.98	26.67	3,090,777	937,512	840,241	39,893
West Virginia	111			3,471,697	342,680	1,439,758	108,527
North Carolina	68.8	23.78	21.98	970,675	760,460	21,522	147,683
South Carolina	<i>c</i> 83.2	25.18	24.29	845,596	<i>c</i> 666,919	<i>c</i> 85,033	<i>c</i> 23,553
Georgia	<i>c</i> 116.9			3,977,070	992,810	115,607	124,743
Florida	104	35.04	32.40	755,824	136,529	432,100	27,366
South Central Division:							
Kentucky	<i>e</i> 115.4	<i>d</i> 44.08	<i>d</i> 37.18	<i>c</i> 5,448,814	<i>c</i> 1,328,230	<i>c</i> 1,108,395	<i>c</i> 197,140
Tennessee	<i>d</i> 90.2	<i>g</i> 31.88	<i>g</i> 26.18	<i>d</i> 3,133,780	<i>d</i> 1,330,219	1,797,761	<i>d</i> 205,134
Alabama	<i>c</i> 80.1			<i>e</i> 1,500,000	<i>d</i> 505,034	<i>d</i> e150,000	<i>d</i> 239
Mississippi	<i>c</i> 101.6	<i>c</i> 32.18	<i>c</i> 26.69	<i>f</i> 1,636,055	<i>c</i> 630,225	<i>c</i> m413,911	<i>c</i> 66,634
Louisiana	106.3	34.26	29.60	<i>g</i> 1,088,000	234,014	<i>m</i> 670,002	31,826
Texas (1896-97)	106	51.81	44.87	6,081,356	2,051,724	806,690	129,806
Arkansas	69	38.50	36.75	2,294,397	331,487	<i>m</i> 890,047	33,912
Oklahoma	86.3	37.00	31.08	600,000	121,384	341,627	14,722
Indian Territory							
North Central Division:							
Ohio	162	<i>c</i> 41.75	<i>c</i> 39.80	41,428,289	1,748,888	10,316,661	447,037
Indiana	144	48.25	40.25	21,536,212	1,558,276	4,806,354	461,130
Illinois	158.7	60.87	51.84	43,705,943	1,000,000	15,142,098	508,995
Michigan	160.8	48.02	35.24	18,138,589	<i>c</i> 673,647	<i>c</i> 4,903,854	<i>c</i> 530,308
Wisconsin	<i>n</i> 160	41.00	29.50	<i>g</i> 14,800,000	602,576	4,081,350	602,728
Minnesota	156	61.90	36.72	14,559,564	516,107	3,012,289	899,266
Iowa	162	37.10	31.20	17,450,534	0	7,571,634	937,291
Missouri	141.7	49.40	42.40	16,718,410	680,050	4,791,982	283,117
North Dakota	122	39.92	35.51	2,132,738	<i>c</i> 349,900	1,110,441	51,602
South Dakota	<i>d</i> e138.4	<i>h</i> 49.00	<i>h</i> 37.00	<i>d</i> 2,929,744	0	<i>d</i> 1,181,037	<i>d</i> 52,928
Nebraska	131	42.61	36.04	8,943,924	160,098	2,053,054	969,115
Kansas	124.3	<i>d</i> 43.82	<i>d</i> 35.58	9,504,961	0	3,476,261	124,758
Western Division:							
Montana	<i>d</i> 149.2	69.28	48.61	1,857,964	575,332	159,094	58,667
Wyoming	<i>e</i> 110	60.40	42.86	441,460	0	203,370	1,407
Colorado	<i>d</i> 159.7	<i>f</i> 64.07	<i>f</i> 53.74	5,987,703	0	2,129,421	783,633
New Mexico	96.6			<i>g</i> 281,000	92,224		<i>p</i> 110,995
Arizona	130	73.23	63.17	472,108	(<i>q</i>)	233,548	1,833
Utah	157	61.75	41.66	2,652,595	338,588	754,183	61,671
Nevada	154	101.00	61.50	265,011	8,149	87,266	86
Idaho	100	56.11	47.47	597,718	85,388	156,690	30,934
Washington	148	42.13	34.53	4,977,679	<i>r</i> 792,245	1,128,548	47,762
Oregon	123.9	42.02	33.75	3,748,154	0	885,478	219,128
California	172.4	77.40	64.55	17,349,468	<i>e</i> 2,843,263	2,684,416	95,971

a Certain States report their school term in months. These months have been reduced to days by multiplying them by 20.*b* Average for those States reporting.*c* In 1896-97.*d* In 1895-96.*e* Approximately.*f* In 1891-92.*g* Estimated.*h* In 1889-90.*i* State appropriation for colored schools.*k* Includes money appropriated from the Federal Treasury.*l* In 1894-95.*m* Includes poll tax.*n* In 1893-94.*o* Includes some miscellaneous receipts.*p* Includes all receipts in cities.*q* Included in local taxes.*r* Includes some funds.

38 STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 3.—COMMON-SCHOOL STATISTICS, 1897-98.

Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes.

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Expended per pupil of average attendance.
1	2	3	4	5	6	7
United States.....	\$32,814,532	\$123,809,412	\$37,396,526	\$194,020,470	\$2.67	\$18.86
North Atlantic Division....	19,009,570	42,159,891	14,732,602	75,902,063	3.75	29.33
South Atlantic Division....	1,262,625	9,086,421	1,814,898	12,163,944	1.23	9.25
South Central Division....	1,030,848	10,960,464	1,228,609	13,219,921	1.03	7.07
North Central Division....	9,876,461	51,709,616	16,571,463	78,157,540	3.04	19.56
Western Division.....	1,635,028	9,893,020	3,048,954	14,577,002	3.63	28.23
North Atlantic Division:						
Maine.....	260,000	1,104,796	249,534	1,614,330	2.46	16.54
New Hampshire (1896-97).....	80,583	651,647	308,079	1,040,309	2.61	21.80
Vermont.....	210,957	820,910	101,557	1,133,424	2.79	19.43
Massachusetts.....	3,270,916	7,739,138	2,649,585	13,659,649	5.07	39.10
Rhode Island.....	451,224	989,287	277,001	1,717,492	4.12	36.26
Connecticut.....	492,383	1,901,833	591,847	2,986,163	3.46	28.44
New York.....	9,518,233	15,208,277	3,801,861	28,588,871	4.17	34.55
New Jersey.....	1,241,245	3,556,168	826,016	5,723,424	3.12	23.58
Pennsylvania.....	3,484,029	10,332,760	5,827,612	19,644,401	3.17	22.72
South Atlantic Division:						
Delaware (1896-97).....	23,795	225,000	26,205	275,000	1.63	13.99
Maryland.....	315,851	2,027,615	365,638	2,709,104	2.26	20.14
District of Columbia.....	300,879	769,150	181,626	1,251,655	4.39	36.40
Virginia (1896-97).....	171,089	1,459,959	195,955	1,827,003	1.07	8.56
West Virginia.....	280,848	1,168,191	597,584	2,046,623	2.36	12.81
North Carolina.....	64,001	761,772	115,370	931,143	.53	4.34
South Carolina (1896-97).....	43,814	599,180	54,074	697,068	.55	3.82
Georgia.....	22,508	1,515,698	219,900	1,758,106	.84	6.31
Florida.....	49,840	559,856	58,546	668,242	1.30	9.03
South Central Division:						
Kentucky (1896-97).....	243,217	2,145,178	256,795	2,650,190	1.81	8.58
Tennessee (1895-96).....	182,636	1,342,870	165,244	1,690,750	.90	5.00
Alabama (1896-97).....	100,000	588,047	112,226	800,273	.46	3.59
Mississippi (1896-97).....	34,260	1,057,735	73,845	1,165,840	.81	5.21
Louisiana.....	32,769	746,690	177,429	956,888	.71	7.25
Texas (1896-97).....	272,504	3,723,603	324,164	4,320,271	1.53	10.68
Arkansas.....	101,957	1,065,288	53,117	1,220,362	.94	6.38
Oklahoma.....	58,505	291,053	65,789	415,347	1.28	8.45
Indian Territory.....	0	0	0	0	0	0
North Central Division:						
Ohio.....	1,061,281	8,588,191	2,914,477	12,563,949	3.21	20.30
Indiana.....	1,120,000	4,762,347	1,963,792	7,846,139	3.47	18.13
Illinois.....	2,602,518	10,939,318	2,926,219	16,468,055	3.28	22.58
Michigan.....	707,545	4,152,879	1,420,579	6,281,003	2.79	18.07
Wisconsin.....	655,941	3,577,978	898,144	5,132,063	2.44	17.68
Minnesota.....	1,173,190	3,235,879	484,609	4,893,678	2.77	20.12
Iowa.....	442,718	5,315,157	2,693,629	8,451,504	4.02	22.79
Missouri.....	1,025,299	4,230,504	693,158	6,248,961	2.04	14.18
North Dakota.....	198,236	693,403	396,392	1,288,031	3.66	31.30
South Dakota (1895-96).....	144,728	829,083	306,852	1,280,663	3.15	23.45
Nebraska.....	552,713	2,449,834	709,470	3,712,017	3.18	21.34
Kansas.....	192,292	2,935,043	864,142	3,991,477	3.00	15.54
Western Division:						
Montana.....	192,466	483,221	100,463	776,150	3.16	33.17
Wyoming.....	26,840	160,222	26,729	213,291	1.90	24.52
Colorado.....	251,258	1,473,276	616,777	2,341,311	4.00	33.47
New Mexico.....	15,923	122,729	15,880	154,532	.85	9.12
Arizona.....	19,457	175,031	34,885	229,323	2.64	25.45
Utah.....	266,513	563,119	247,542	1,047,174	3.95	26.06
Nevada.....	12,934	162,322	28,366	203,642	4.96	40.87
Idaho.....	27,052	205,849	41,476	274,377	1.75	12.75
Washington.....	158,773	1,081,008	556,014	1,795,795	3.80	27.98
Oregon.....	109,743	795,052	370,142	1,274,937	3.41	20.80
California.....	584,569	4,671,191	1,010,710	6,266,470	4.19	33.80

a Estimated.

b For city of Wilmington only.

c Approximately.

d Cities included in column 4.

e Includes payments on bonded debt.

f Includes expenditure for libraries and apparatus.

TABLE 4.—STATISTICS OF CITY SCHOOL SYSTEMS.

Enrollment, average attendance, length of school term, number of teachers, and expenditure in cities of 8,000 inhabitants and over. a

Cities of—	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted.)
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States.....	626	3,799,881	2,843,445	Days. 189.6	8,321	74,468	\$52,064,649	\$88,773,647
North Atlantic Division..	236	1,785,788	1,323,545	193.8	8,402	35,391	25,130,926	48,088,195
South Atlantic Division..	47	272,108	197,166	185.3	727	5,116	3,109,026	4,390,345
South Central Division...	54	203,700	149,027	174.4	660	3,596	2,251,220	2,994,613
North Central Division...	250	1,320,934	1,016,647	187.8	2,864	26,205	17,878,721	27,781,526
Western Division.....	39	217,351	157,060	185.3	668	4,160	3,694,756	5,518,968
North Atlantic Division:								
Maine.....	10	24,392	19,059	175.1	72	618	291,702	461,681
New Hampshire.....	7	16,783	12,527	177.3	51	398	234,835	338,213
Vermont.....	2	4,275	3,254	187.0	9	110	57,623	82,047
Massachusetts.....	56	333,376	267,647	192.6	829	7,413	5,570,005	10,042,421
Rhode Island.....	9	52,788	35,133	188.9	118	1,125	742,117	1,458,615
Connecticut.....	21	78,116	59,948	193.3	189	1,722	1,155,452	2,007,866
New York.....	56	717,349	521,458	194.2	1,046	13,584	10,409,686	21,622,807
New Jersey.....	22	149,405	104,629	193.1	223	2,760	1,757,411	3,065,204
Pennsylvania.....	53	409,309	300,990	197.1	865	7,661	4,912,095	9,009,891
South Atlantic Division:								
Delaware.....	1	10,769	7,879	196.0	6	230	115,754	171,962
Maryland.....	4	84,153	56,899	193.5	184	1,784	.....	.....
District of Columbia..	2	44,698	34,383	184.5	150	958	764,271	1,185,419
Virginia.....	11	36,063	27,033	188.2	108	584	311,808	412,764
West Virginia.....	4	12,115	8,818	185.7	41	240	121,170	242,941
North Carolina.....	8	16,278	11,767	174.6	41	253	116,561	143,584
South Carolina.....	4	13,528	11,482	175.6	30	168	83,907	105,874
Georgia.....	9	43,094	31,259	180.4	97	706	456,167	544,897
Florida.....	4	11,410	7,646	156.9	70	195	80,856	96,438
South Central Division:								
Kentucky.....	12	50,633	37,969	191.2	140	972	679,975	923,456
Tennessee.....	6	31,501	22,328	180.4	94	495	317,211	471,866
Alabama.....	6	16,312	11,896	151.0	58	323	144,269	179,929
Mississippi.....	5	8,216	5,967	174.5	30	155	59,540	75,970
Louisiana.....	3	32,542	23,498	157.6	38	650	352,001	439,160
Texas.....	17	50,797	37,800	172.0	221	813	572,839	718,221
Arkansas.....	4	12,349	8,673	173.8	43	158	115,785	179,811
Oklahoma.....	1	1,350	896	177.1	5	21	9,600	12,200
Indian Territory.....	0	0	0	.....	0	0	0	0
North Central Division:								
Ohio.....	48	251,294	201,154	187.4	605	5,073	3,518,043	5,614,807
Indiana.....	32	115,649	83,505	183.6	357	2,061	1,346,423	2,110,857
Illinois.....	42	359,561	267,782	196.3	670	6,967	5,693,589	8,791,493
Michigan.....	30	133,936	100,442	191.2	220	2,675	1,507,150	2,390,730
Wisconsin.....	24	105,661	80,279	184.3	271	2,058	1,271,247	1,756,699
Minnesota.....	10	80,448	63,898	179.1	114	1,774	1,149,740	1,659,429
Iowa.....	22	70,144	54,351	179.2	155	1,561	852,715	1,384,471
Missouri.....	17	138,992	100,374	186.2	285	2,527	1,646,517	2,627,474
North Dakota.....	1	1,618	1,189	181.5	2	33	21,169	37,188
South Dakota.....	1	2,009	1,533	180.0	5	42	20,142	31,586
Nebraska.....	10	39,815	29,777	181.1	67	739	467,235	801,545
Kansas.....	13	41,807	32,363	171.0	113	695	384,751	575,247
Western Division:								
Montana.....	3	8,497	6,124	174.3	28	163	136,213	281,482
Wyoming.....	1	1,070	810	175.0	2	28	20,452	27,459
Colorado.....	10	39,635	27,334	183.4	112	715	657,086	1,037,066
New Mexico.....	1	1,400	1,028	167.0	5	27	20,000	.....
Arizona.....	0	0	0	.....	0	0	0	0
Utah.....	3	17,582	14,267	175.9	65	294	205,629	414,748
Nevada.....	0	0	0	.....	0	0	0	0
Idaho.....	0	0	0	.....	0	0	0	0
Washington.....	4	21,511	15,700	181.6	63	402	283,866	538,796
Oregon.....	3	14,217	10,972	189.4	60	293	223,975	328,511
California.....	14	113,439	80,825	188.9	333	2,238	2,147,535	2,863,036

a Statistics of this table also included in Tables 1, 2, and 3.

TABLE 5.—STATISTICS OF SECONDARY EDUCATION, 1897-98.

Instructors and students in public high schools and in private high schools and academies.

State or Territory.	Public high schools. <i>a</i>					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary students.		Num- ber.	Secondary teachers.		Secondary students.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States.....	5,315	8,542	9,399	189,187	260,413	1,990	4,075	5,282	52,172	53,053
North Atlantic Division:										
Maine.....	154	170	162	3,873	4,695	35	59	87	1,342	1,543
New Hampshire.....	52	58	87	1,467	1,858	29	100	59	1,331	1,637
Vermont.....	55	55	86	1,348	1,808	23	44	73	1,016	1,060
Massachusetts.....	227	495	861	14,604	18,718	96	256	392	2,798	2,776
Rhode Island.....	16	73	82	1,339	1,810	13	45	71	325	437
Connecticut.....	68	112	185	3,106	8,775	62	121	191	1,253	1,481
New York.....	367	616	1,198	21,491	25,083	205	597	863	5,539	6,425
New Jersey.....	85	134	280	3,842	5,848	70	177	209	2,214	1,469
Pennsylvania.....	292	532	490	10,581	16,501	135	389	467	4,758	8,860
South Atlantic Division:										
Delaware.....	14	16	31	449	655	3	11	5	127	102
Maryland.....	46	75	68	1,533	2,389	39	84	113	836	1,060
District of Columbia.....	5	49	73	1,203	1,753	19	87	98	303	535
Virginia.....	66	70	96	1,615	2,296	80	151	127	1,799	1,347
West Virginia.....	28	36	43	644	1,134	14	23	33	284	371
North Carolina.....	14	22	15	399	493	111	163	138	2,969	2,173
South Carolina.....	85	93	84	1,298	2,014	34	51	48	763	711
Georgia.....	105	116	121	2,173	3,281	67	79	114	1,649	1,741
Florida.....	24	35	33	428	626	6	1	16	15	124
South Central Division:										
Kentucky.....	61	103	111	1,985	2,769	87	119	187	1,766	1,855
Tennessee.....	93	130	93	2,293	3,064	102	151	123	2,570	2,329
Alabama.....	48	55	62	1,036	1,541	66	87	77	1,484	1,277
Mississippi.....	85	93	93	1,566	1,906	50	56	88	1,067	1,348
Louisiana.....	20	37	51	560	1,195	25	28	59	417	570
Texas.....	192	358	242	4,790	7,053	71	138	149	2,127	2,619
Arkansas.....	48	78	40	1,204	1,582	24	48	27	645	563
Oklahoma.....	2	3	4	97	149	2	8	6	21	24
Indian Territory.....	3	5	4	76	22	9	9	15	210	206
North Central Division:										
Ohio.....	598	911	647	17,601	23,207	54	104	190	1,152	1,537
Indiana.....	349	628	355	10,042	12,770	29	66	99	890	1,158
Illinois.....	328	636	631	13,921	21,147	62	138	211	1,804	2,218
Michigan.....	282	411	588	11,650	15,808	21	30	73	445	762
Wisconsin.....	182	282	327	7,339	9,457	26	76	69	727	473
Minnesota.....	112	178	326	4,780	6,930	30	84	93	907	658
Iowa.....	326	435	566	10,959	15,303	44	76	101	1,373	1,403
Missouri.....	201	353	301	6,776	10,367	80	163	181	2,244	2,222
North Dakota.....	24	25	25	380	548	2	4	4	17	81
South Dakota.....	29	33	35	677	938	7	11	18	162	208
Nebraska.....	225	286	225	5,381	8,022	14	23	38	186	317
Kansas.....	176	256	178	4,677	6,918	15	28	35	344	419
Western Division:										
Montana.....	15	16	23	365	531	4	0	14	3	121
Wyoming.....	5	6	6	137	170	1	2	1	11	12
Colorado.....	39	110	98	1,963	2,965	5	7	10	62	77
New Mexico.....	4	5	2	48	79	3	4	4	59	16
Arizona.....	2	5	3	65	91	1	0	2	0	8
Utah.....	4	17	18	371	520	14	54	33	563	611
Nevada.....	8	6	17	191	318					
Idaho.....	6	8	15	141	205	7	11	6	70	106
Washington.....	36	59	42	1,044	1,586	12	11	41	146	273
Oregon.....	13	25	22	638	956	19	44	43	489	372
California.....	96	232	246	5,061	7,559	63	112	181	880	1,358

a Statistics of public high schools also included in Tables 1, 2, 3, and 4.

TABLE 6.—STATISTICS OF HIGHER EDUCATION, 1897-98.

Instructors and students in public and private normal schools of the United States.

State or Territory.	Public normal schools.					Private normal schools.				
	Num- ber.	Teachers of normal students.		Students in normal courses.		Num- ber.	Teachers of normal students.		Students in normal courses.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States.....	167	783	1,080	12,578	33,667	178	634	374	10,597	10,696
North Atlantic Division.....	58	268	485	4,867	14,603	13	60	55	543	1,181
South Atlantic Division.....	27	90	129	1,491	2,954	34	73	67	590	859
South Central Division.....	25	76	91	1,105	1,894	52	143	109	2,292	1,973
North Central Division.....	42	251	284	4,268	11,274	73	323	132	6,843	6,302
Western Division.....	17	98	91	847	2,942	6	30	11	329	381
North Atlantic Division:										
Maine.....	4	8	22	262	652	2	3	4	79	95
New Hampshire.....	1	3	5	2	75					
Vermont.....	3	6	11	42	231					
Massachusetts.....	10	30	73	65	1,232	3	3	14	0	168
Rhode Island.....	1	4	7	3	215					
Connecticut.....	4	10	44	6	530					
New York.....	15	52	130	1,195	6,345	2	25	25	80	564
New Jersey.....	3	12	23	84	824					
Pennsylvania.....	15	143	170	3,208	4,449	6	29	12	384	354
South Atlantic Division:										
Delaware.....	1	0	2	0	24	1	2	0	23	11
Maryland.....	2	5	7	32	404	2	5	1	47	8
District of Columbia.....	2	0	15	14	139	2	0	5	0	35
Virginia.....	3	29	35	177	214	6	19	13	163	149
West Virginia.....	7	23	15	733	585	3	10	8	91	105
North Carolina.....	7	18	29	251	775	8	19	20	95	320
South Carolina.....	1	3	12	0	199	6	7	9	79	73
Georgia.....	2	8	12	209	499	3	4	7	33	107
Florida.....	2	4	2	75	115	3	7	4	59	51
South Central Division:										
Kentucky.....	4	6	3	133	177	10	23	13	295	274
Tennessee.....	1	13	15	161	330	14	39	24	829	695
Alabama.....	6	22	31	194	373	3	19	22	353	220
Mississippi.....	7	12	3	115	115	10	23	24	298	281
Louisiana.....	2	6	20	71	364	1	2	0	1	8
Texas.....	3	7	13	193	332	8	25	19	288	318
Arkansas.....	1	5	2	127	63	6	12	7	228	177
Oklahoma.....	1	5	4	111	140					
Indian Territory.....										
North Central Division:										
Ohio.....	5	10	18	9	438	12	61	13	2,397	1,405
Indiana.....	3	22	9	249	331	11	67	35	1,408	1,240
Illinois.....	3	32	36	528	1,251	9	46	19	917	768
Michigan.....	3	29	34	253	1,002	3	5	5	90	159
Wisconsin.....	7	55	66	841	2,057	2	14	1	47	23
Minnesota.....	5	17	35	352	1,550	2	7	0	50	15
Iowa.....	5	27	17	514	1,359	17	57	30	840	1,490
Missouri.....	5	21	16	663	1,266	5	15	4	304	257
North Dakota.....	2	9	10	110	189	1	3	1	35	29
South Dakota.....	2	5	17	108	366	1	4	1	29	36
Nebraska.....	1	10	6	160	298	4	19	9	484	646
Kansas.....	1	14	20	481	1,167	6	30	14	267	234
Western Division:										
Montana.....	1	3	2	6	18					
Wyoming.....										
Colorado.....	1	6	10	47	256	1	5	4	10	80
New Mexico.....	1	3	1	10	30					
Arizona.....	1	3	3	74	97					
Utah.....	2	27	12	213	344	2	20	4	296	251
Nevada.....										
Idaho.....	2	5	4	88	86					
Washington.....	2	7	8	113	290					
Oregon.....	3	16	8	179	294					
California.....	4	28	43	167	1,527	3	5	8	23	50

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TABLE 7.—STATISTICS OF HIGHER EDUCATION, 1897-98.

Instructors and students in coeducational colleges and universities, and in colleges for men only.

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
		Male.	Fe-male.	Preparatory.		Collegiate.		Graduate.		
				Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	
1	2	3	4	5	6	7	8	9	10	11
United States.....	480	7,788	1,524	31,647	14,292	54,738	16,708	3,669	1,057	\$19,213,371
North Atlantic Division...	81	2,468	116	5,714	687	20,235	2,311	1,512	194	7,926,196
North Atlantic Division	73	868	133	2,756	858	6,093	795	444	23	1,691,804
South Central Division	86	815	296	5,844	3,440	6,369	2,297	107	92	1,599,152
North Central Division	198	2,940	821	14,946	7,781	18,622	9,374	1,409	625	6,367,137
Western Division	42	697	158	2,387	1,526	3,419	1,931	197	123	1,629,082
North Atlantic Division:										
Maine.....	4	86	1	0	0	848	189	7	0	213,196
New Hampshire.....	2	50	0	12	0	564	0	0	0	107,000
Vermont.....	3	55	0	"	0	361	99	1	0	104,489
Massachusetts.....	9	428	5	477	19	3,674	380	405	37	1,712,316
Rhode Island.....	1	71	1	0	0	610	149	24	29	181,752
Connecticut.....	3	207	0	0	0	2,115	58	217	87	847,420
New York.....	23	840	57	3,486	217	5,190	607	547	56	2,744,844
New Jersey.....	4	141	4	203	89	1,202	0	125	0	489,499
Pennsylvania.....	32	590	48	1,536	412	5,676	829	186	35	1,576,680
South Atlantic Division:										
Delaware.....	2	19	1	19	9	102	5	8	0	44,989
Maryland.....	11	200	16	475	73	837	105	217	0	893,299
District of Columbia....	6	170	10	385	27	472	126	153	13	392,610
Virginia.....	10	97	3	279	85	1,112	58	35	0	273,769
West Virginia.....	3	47	12	163	21	863	113	5	6	90,836
North Carolina.....	15	124	28	559	262	1,340	140	13	1	177,204
South Carolina.....	9	80	8	180	51	733	62	3	1	99,872
Georgia.....	11	80	26	442	169	970	80	10	0	148,925
Florida.....	6	51	29	254	161	164	106	5	2	70,420
South Central Division:										
Kentucky.....	13	134	51	1,213	709	1,190	320	12	1	254,523
Tennessee.....	24	233	96	1,546	959	1,721	783	60	10	455,623
Alabama.....	9	77	12	468	292	699	172	4	0	115,115
Mississippi.....	4	37	6	155	85	415	34	4	0	67,243
Louisiana.....	9	97	28	320	126	669	182	9	68	214,974
Texas.....	16	163	58	1,428	787	1,209	519	17	11	344,183
Arkansas.....	8	59	30	475	290	430	262	1	2	112,591
Oklahoma.....	1	8	2	186	145	20	7	0	0	21,100
Indian Territory.....	2	7	13	53	47	16	18	0	0	13,800
North Central Division:										
Ohio.....	35	558	137	2,748	1,271	3,324	1,725	129	67	1,121,827
Indiana.....	14	235	28	1,068	358	1,799	751	86	28	491,073
Illinois.....	31	646	144	2,705	1,352	3,154	1,734	657	323	1,613,185
Michigan.....	11	190	66	798	399	1,631	876	53	25	649,061
Wisconsin.....	10	178	29	641	97	1,600	517	88	30	497,908
Minnesota.....	9	148	40	436	175	1,640	765	138	49	400,514
Iowa.....	22	219	97	1,678	1,017	1,540	915	38	27	391,895
Missouri.....	26	314	112	2,059	1,047	1,665	723	87	6	580,970
North Dakota.....	3	22	9	236	245	82	44	1	0	44,300
South Dakota.....	6	46	30	271	274	139	87	3	2	62,215
Nebraska.....	12	157	64	850	650	864	567	93	53	245,061
Kansas.....	19	227	65	1,456	696	1,184	670	36	15	269,633
Western Division:										
Montana.....	3	19	12	78	92	84	49	0	0	41,500
Wyoming.....	1	11	3	50	56	33	22	4	2	47,243
Colorado.....	4	91	20	382	252	255	205	14	8	236,067
New Mexico.....										
Arizona.....	1	11	8	58	41	42	16	0	0	48,700
Utah.....	2	82	5	252	169	50	56	2	1	82,948
Nevada.....	1	16	3	58	34	105	58	3	1	54,878
Idaho.....	1	15	6	92	69	53	31	3	0	45,680
Washington.....	9	84	22	492	214	387	141	6	1	111,688
Oregon.....	8	77	30	384	338	245	183	1	2	78,732
California.....	12	341	54	631	261	2,265	1,170	164	108	881,646

TABLE 8.—STATISTICS OF HIGHER EDUCATION, 1897-98.

Instructors and students in schools of technology and institutions conferring only the B. S. degree.

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11
United States.....	43	1,068	103	1,999	532	8,321	1,221	290	68	\$3,424,610
North Atlantic Division.....	11	343	12	201	2	2,443	169	89	5	1,243,336
South Atlantic Division.....	8	199	1	376	31	1,543	12	68	0	535,413
South Central Division.....	5	100	1	403	41	867	49	29	0	327,681
North Central Division.....	11	300	65	453	176	2,679	638	86	51	928,433
Western Division.....	8	126	24	566	282	789	353	18	12	389,797
North Atlantic Division:										
Maine.....										
New Hampshire.....	1	17	0	7	0	65	14	2	0	49,800
Vermont.....										
Massachusetts.....	3	180	1	0	0	1,412	69	82	3	452,443
Rhode Island.....	1	18	7	0	0	96	48	5	2	79,092
Connecticut.....	1	12	3	0	0	84	24	0	0	59,750
New York.....	3	76	1	4	2	395	0	0	0	534,823
New Jersey.....	2	40	0	190	0	391	14	0	0	67,423
Pennsylvania.....										
South Atlantic Division:										
Delaware.....										
Maryland.....	1	70	0	0	0	259	0	3	0	203,719
District of Columbia.....										
Virginia.....	2	45	0	0	0	515	0	39	0	118,785
West Virginia.....										
North Carolina.....	2	31	1	36	31	277	12	16	0	54,693
South Carolina.....	2	38	0	240	0	325	0	10	0	130,216
Georgia.....	1	15	0	100	0	167	0	0	0	28,000
Florida.....										
South Central Division:										
Kentucky.....										
Tennessee.....										
Alabama.....	1	33	0	29	0	269	20	23	0	62,174
Mississippi.....	2	35	0	315	2	214	9	2	0	120,760
Louisiana.....										
Texas.....	1	22	0	0	0	334	0	3	0	105,030
Arkansas.....										
Oklahoma.....	1	10	1	59	39	50	20	1	0	39,667
Indian Territory.....										
North Central Division:										
Ohio.....	1	20	0	0	0	224	0	16	0	63,000
Indiana.....	2	78	6	0	0	717	76	22	21	215,006
Illinois.....	1	42	28	176	82	143	1	0	0	100,000
Michigan.....	2	54	5	0	0	441	80	2	3	161,381
Wisconsin.....										
Minnesota.....										
Iowa.....	1	49	10	45	26	460	100	5	0	125,249
Missouri.....										
North Dakota.....	1	13	4	134	41	32	20	3	0	56,500
South Dakota.....	2	20	4	36	12	236	118	8	5	69,433
Nebraska.....										
Kansas.....	1	24	8	62	15	426	243	30	22	82,693
Western Division:										
Montana.....	1	13	6	98	85	13	5	0	0	52,010
Wyoming.....										
Colorado.....	2	34	3	28	17	329	60	8	0	122,892
New Mexico.....	2	16	3	112	37	57	28	1	0	48,252
Arizona.....										
Utah.....	1	20	4	209	70	103	61	1	3	56,583
Nevada.....										
Idaho.....										
Washington.....	1	22	2	119	73	110	55	1	1	53,321
Oregon.....	1	21	6	0	0	177	144	7	8	56,739
California.....										

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TABLE 9.—STATISTICS OF HIGHER EDUCATION, 1897-98.

Instructors and students in colleges and seminaries for women which confer degrees.

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
1	2	3	4	5	6	7	8
United States.....	148	642	1,834	5,004	14,556	430	\$3,325,261
North Atlantic Division....	21	276	421	1,132	4,537	244	1,520,285
South Atlantic Division....	48	191	519	1,212	4,789	79	719,732
South Central Division....	51	105	518	1,390	3,720	80	525,361
North Central Division....	26	67	322	1,113	1,446	25	452,478
Western Division.....	2	3	54	157	64	2	107,405
North Atlantic Division:							
Maine.....	2	10	6	287	27	5	18,325
New Hampshire.....							
Vermont.....							
Massachusetts.....	5	138	170	14	2,506	101	655,144
Rhode Island.....							
Connecticut.....							
New York.....	5	66	117	511	1,168	84	489,222
New Jersey.....	1	8	8	50	2	0	12,000
Pennsylvania.....	8	54	120	270	834	54	345,594
South Atlantic Division:							
Delaware.....							
Maryland.....	5	29	58	144	557	6	102,046
District of Columbia.....							
Virginia.....	13	57	135	282	1,229	7	177,086
West Virginia.....	1	1	3	10	2	0	4,500
North Carolina.....	9	29	98	322	764	11	115,100
South Carolina.....	9	38	81	194	980	17	123,200
Georgia.....	11	37	144	260	1,257	38	197,800
Florida.....							
South Central Division:							
Kentucky.....	11	24	108	244	789	11	87,406
Tennessee.....	12	23	152	382	937	22	155,300
Alabama.....	9	14	87	141	655	15	83,500
Mississippi.....	13	28	121	457	911	19	117,427
Louisiana.....	2	4	17	46	85	0	14,950
Texas.....	3	6	23	70	283	13	52,778
Arkansas.....	1	1	10	50	60	0	14,000
Oklahoma.....							
Indian Territory.....							
North Central Division:							
Ohio.....	6	9	96	220	317	10	140,523
Indiana.....							
Illinois.....	4	7	51	217	264	10	90,856
Michigan.....							
Wisconsin.....	1	0	17	144	26	0	34,500
Minnesota.....	1	0	7	22	10	0	5,970
Iowa.....							
Missouri.....	12	46	133	399	769	5	157,579
North Dakota.....							
South Dakota.....							
Nebraska.....							
Kansas.....	2	5	18	111	60	0	23,050
Western Division:							
Montana.....							
Wyoming.....							
Colorado.....							
New Mexico.....							
Arizona.....							
Utah.....							
Nevada.....							
Idaho.....							
Washington.....							
Oregon.....							
California.....	2	3	54	157	64	2	107,405

TABLE 10.—*Summary of statistics of professional schools for 1897-98.*

State or Territory.	Theological.			Law.			Medical.		
	Schools.	Instruct- ors.	Stu- dents.	Schools.	Instruct- ors.	Stu- dents.	Schools.	Instruct- ors.	Stu- dents.
1	2	3	4	5	6	7	8	9	10
United States	155	958	8,371	83	845	11,615	151	4,247	23,433
North Atlantic Division	49	382	3,119	13	226	3,951	27	972	6,979
South Atlantic Division	21	132	1,007	17	118	1,631	23	502	3,061
South Central Division	17	73	848	14	66	643	21	424	3,570
North Central Division	59	330	3,221	32	359	4,899	69	2,092	9,021
Western Division	9	41	176	7	76	491	11	257	802
North Atlantic Division:									
Maine	2	13	86				2	31	167
New Hampshire							1	15	120
Vermont							1	25	238
Massachusetts	8	75	540	2	46	986	4	190	1,095
Connecticut	3	36	195	1	36	200	1	24	122
New York	15	123	988	7	108	2,274	12	460	2,822
New Jersey	5	34	486						
Pennsylvania	16	101	824	3	36	491	6	227	2,415
South Atlantic Division:									
Maryland	6	65	509	2	18	277	7	212	1,307
District of Columbia	4	26	138	5	66	841	5	127	457
Virginia	4	16	175	2	10	90	3	65	565
West Virginia				2	6	238			
North Carolina	2	7	32	2	6	95	3	23	165
South Carolina	3	11	55	1	1	23	1	11	87
Georgia	2	7	98	3	13	67	4	64	480
South Central Division:									
Kentucky	4	26	559	1	3	48	5	121	1,062
Tennessee	8	35	232	6	26	227	8	166	1,486
Alabama	3	9	41	1	2	9	3	49	215
Mississippi				1	7	52			
Louisiana				1	5	82	2	26	338
Texas	2	3	16	2	9	164	2	44	365
Arkansas				2	14	61	1	18	104
North Central Division:									
Ohio	12	68	449	5	54	523	13	341	1,522
Indiana	3	19	107	5	34	440	4	122	375
Illinois	13	94	1,220	9	115	1,351	15	633	2,659
Michigan	3	11	124	2	47	893	5	140	837
Wisconsin	4	31	170	2	7	225	2	61	179
Minnesota	8	41	320	1	21	437	3	111	343
Iowa	5	16	208	2	13	336	6	109	734
Missouri	7	34	558	3	36	381	16	424	1,994
Nebraska	3	13	58	2	24	141	3	88	222
Kansas	1	3	7	1	8	172	2	63	156
Western Division:									
Colorado	2	10	40	2	40	98	4	121	216
Oregon	2	8	41	2	16	65	2	36	72
California	5	23	95	3	20	328	5	100	514

General summary of statistics of professional and allied schools for 1897-98.

Class of schools.	Schools.	Instruct- ors.	Students.	Graduates.
Theological	155	958	a 8,371	1,673
Law	83	845	b 11,615	3,065
Medical	151	4,247	23,433	5,597
Dental	50	961	6,774	1,848
Pharmaceutical	45	401	3,712	1,129
Veterinary	14	173	326	109
Nurse training	377	.....	8,805	3,027
Total	875	7,585	63,036	16,448

a 198 women included.

b 147 women included.

Summary of statistics of medical schools, by classes, for 1897-98.

Class of schools.	Schools.	Instruct- ors.	Students.	Graduates.
Regular.....	122	3,423	21,002	5,023
Homeopathic.....	21	629	1,786	387
Eclectic.....	6	147	538	151
Physiomedical.....	2	48	107	36
Total.....	151	4,247	23,433	5,597

TABLE 11.—*Enrollment in other schools.*

City evening schools.....	185,000
Business schools.....	70,950
Indian schools.....	23,000
Schools for defective classes.....	23,854
Reform schools.....	23,501
Benevolent institutions, chiefly orphan asylums.....	14,000
Schools in Alaska.....	1,250
Private kindergartens.....	93,737
Miscellaneous.....	50,000
Total.....	485,292

The miscellaneous in the above table includes such institutions as schools of art, music, elocution, and oratory, as well as private evening schools and schools of various arts not elsewhere included, such as cooking, etc.

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Specialist in education as a preventive of pauperism and crime.—Arthur MacDonald.

Clerk of class 4—Agricultural college clerk.—Wellford Addis, Florida.

Clerk to commissioner.—Charles E. Waters, Rhode Island.

Division of correspondence and records.—Mrs. Harriette F. Hovey, Illinois; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Mrs. E. V. D. Miller, Mississippi; Mrs. R. L. Foot, South Carolina.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Frederick E. Upton, New Jersey; James O. Boykin, Georgia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Stephen B. Weeks, North Carolina; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; James H. Blodgett, Illinois; Miss Bertha Y. Hebb, Alabama; Miss Margaret S. Getty, Ohio; John D. Marshall, Delaware.

Division of international exchange.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Frances Graham French, Maine; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. A. N. Chalker, New York.

Division of the library and museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Mrs. Lucia J. K. Clark, Minnesota; Miss Sophie Nussbaum, New York; Mrs. Aduella P. Bryant, Tennessee; John E. Patton, North Carolina; Mrs. Louise D. Goldsberry, Ohio (detailed from Pension Office).

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania.

Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; John W. Shuster, District of Columbia; Lemuel R. Via, Virginia; George W. Cole, District of Columbia; Greene S. W. Lewis, Kansas.

All of which is respectfully submitted.

W. T. HARRIS,
Commissioner.

Hon. ETHAN A. HITCHCOCK,
Secretary of the Interior.





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Advance Rpt. Nov. 24 set

[Whole Number 877]

ANNUAL STATEMENT

U. S. DEPT. OF THE INTERIOR
NOV 7 1901

OF THE

COMMISSIONER OF EDUCATION

TO THE

Secy

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1901.

U. S. Bur. of educ.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1901.



[Whole Number 277]

ANNUAL STATEMENT

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WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1901.

ANNUAL STATEMENT
OF THE
COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 23, 1901.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ended June 30, 1901.

Since my last statement the Annual Report for 1898-99 has been delivered by the Public Printer and distributed to institutions of education in this country and abroad. The report of statistics for the year 1899-1900 has been in the hands of the printer for many months and is now nearly ready for distribution.

The grand total in all schools, elementary, secondary and higher, public and private, for the year ended July 1, 1900, was 17,020,710 pupils, the same being an increase of 282,348 pupils over the previous year. Of this number the enrollment in public institutions supported by general and local taxes was 15,443,462. Counting in special institutions, such as evening schools, Indian schools, schools connected with asylums, reform schools, and other institutions more or less educational in their character, increases the total number by half a million pupils.

About 21 per cent of the population of the United States attend some public school supported by the taxes of the State or municipality. Besides this attendance on public schools there is still further an attendance on private schools of 2 per cent of the entire population. The point of great interest is the increase of public high schools. In 1890 there were 2,526 public high schools in the country, and these increased to 6,005 ten years later. It is interesting to note that this increase of public high schools has gone on in all sections of the country. The North Atlantic States in 1890 reported 786, but in 1900 they reported 1,448. While the South Atlantic States had only 115 high schools in 1890, in 1900 they had 449. The South Central Division of States showed a still greater ratio of increase, their public high schools being 156 in number in 1890 and 675 in 1900. The Western

Division of States had 91 high schools in 1890 and 270 in 1900. The North Central Division of States has long led in the number of public secondary schools. Both in 1890 and 1900 those States reported more than half of the high schools of the country; the increase was from 1,376 to 3,163 public high schools.

The increase of high-school pupils has been so great that the average quota to each school is larger than it was ten years ago. The nation enrolled, in round numbers, 203,000 in 1890 and 520,000 in 1900. Notwithstanding this great increase in the pupils at public high schools, private schools of the same rank as these high schools increased their enrollment from 94,931 to 110,797.

Besides these regular secondary pupils in high schools and academies, there are many more found in the preparatory schools, in normal schools and colleges, and in manual-training schools. These students in special secondary schools numbered in 1890 as many as 69,109 students, and in 1900 had increased to 89,193. Reducing the population of the United States to groups of 1,000,000 each, of the 62 groups in 1890 each had 5,872 secondary pupils, and in 1900 each of the 76 groups had 9,449 secondary pupils.

These facts show a uniform consensus of public opinion throughout the nation in favor of providing secondary education at public cost. If we add the totals of higher education to those of secondary schools, in order to see what the country as a whole is doing in schools beyond the elementary, we find that in 1890 there were 8,053 in each million of population who were pursuing studies advanced beyond the grade of the elementary schools, and that these 8,053 had increased in the decade to 12,588.

Of still more interest is the record of studies pursued by secondary pupils. Ten years ago this Office began to ask for statistics regarding the studies pursued by students said to be in the secondary course of study. Latin, Greek, and mathematics are the chief items required in preparation for colleges and universities. The modern languages, French and German, as being necessary to original investigation on the part of students, are more and more required in the conditions for admission to higher institutions, especially to institutions which furnish technical education in engineering, commerce, and the industries. Physics is an important requirement, inasmuch as it furnishes the student with a knowledge of the forces which pervade nature and the machinery with which those forces are controlled for the use of man. General history also is necessary for any just survey of civilization. In the public high schools ten years ago there were 70,411 students in Latin. The number had increased to 262,767 in the past year. The number of pupils in Greek had increased during the same period from 6,202 to 14,813—a large absolute increase, but really a slight decrease in the ratio of all secondary students. Students in French

and German show a considerable increase, something over 30 per cent each. The number studying algebra and geometry has always been large and has sensibly increased during the past ten years. Strange to note, the number in physics has decreased somewhat in its ratio to the entire number. The same will be noted of chemistry. I think that this decrease is due to the attempt to introduce advanced laboratory methods into the high school, a thing by no means advisable, inasmuch as the first studies of nature should be rather of a qualitative nature than exclusively mathematical. Mathematical calculations should begin, but should not be carried far until the student reaches the university. In general history there is a noteworthy increase, namely, from 27 per cent to 38 per cent of the entire number.

Students in certain studies in public high schools in 1890 and in 1900.

Studies.	1889-90.		1899-1900.	
	Students.	Per cent of total.	Students.	Per cent of total.
Latin	70,411	34.69	262,767	50.61
Greek	6,202	3.05	14,813	2.85
French	11,858	5.84	40,395	7.78
German	21,338	10.51	74,408	14.33
Algebra	92,150	45.40	292,287	56.29
Geometry	43,294	21.33	142,285	27.39
Physics	46,184	22.21	98,846	19.04
General history	55,427	27.31	198,125	38.16

I have added below (pages 34 to 44) ten tables showing the detailed statistics in the items of attendance, teachers, and expenditures for elementary, secondary, and higher instruction. I bring together here the totals of these ten tables in the following summary:

STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—Common-school statistics of the United States.

	1869-70.	1879-80.	1889-90.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99. ¹	1899-1900. ¹
I.—General statistics.									
Total population.....	38,558,371	50,155,783	62,622,250	2,69,103,730	270,584,680	271,480,242	272,792,617	273,960,220	375,272,683
Persons 5 to 18 years of age.....	12,065,443	15,065,767	18,543,201	20,440,479	20,863,807	21,114,812	21,544,600	21,830,774	222,233,050
Different pupils enrolled.....	6,871,522	9,867,505	12,722,581	14,243,765	14,498,966	14,823,069	15,103,874	15,138,715	15,341,220
Per cent of total population enrolled.....	17.82	19.67	20.32	20.61	20.54	20.74	20.75	20.47	20.38
Per cent of persons 5 to 18 years of age enrolled.....	57.00	65.50	68.61	69.68	69.48	70.20	70.08	69.34	68.93
Average daily attendance.....	4,077,347	6,144,143	8,153,635	9,548,722	9,781,475	10,052,554	10,356,458	10,389,407	10,513,518
Ratio of same to enrollment (per cent).....	59.3	62.3	64.1	67.0	67.5	67.8	68.6	68.6	68.5
Average length of school term (days).....	132.2	130.3	134.7	139.5	140.5	142.0	143.0	143.2	144.6
Total number of days attended by all pupils.....	539,063,423	800,719,970	1,098,232,725	1,331,775,201	1,374,732,974	1,427,402,478	1,480,466,644	1,488,076,102	1,520,308,438
Average number attended by each person 5 to 18.....	44.7	53.1	59.2	65.1	65.9	67.6	68.7	68.2	68.3
Average number attended by each pupil enrolled.....	78.4	81.1	86.3	93.5	94.8	96.3	98.0	98.3	99.1
Male teachers.....	77,529	122,795	125,525	129,706	130,373	131,221	132,257	131,793	127,529
Female teachers.....	122,986	163,798	238,397	268,336	269,923	273,737	278,555	283,867	292,759
Whole number of teachers.....	200,515	286,593	363,922	398,042	400,296	404,958	410,813	415,660	421,288
Per cent of male teachers.....	38.7	42.8	34.5	32.6	32.6	32.4	32.2	31.7	30.3
Average monthly wages of teachers: ⁴									
Males.....	.....	.....	.....	\$46.82	\$47.37	\$44.62	\$45.16	\$45.25	\$46.53
Females.....	.....	.....	.....	\$39.41	\$40.24	\$38.74	\$38.38	\$38.14	\$38.93
Number of schoolhouses.....	116,312	178,222	224,526	239,630	242,528	243,753	242,391	244,521	247,321
Value of school property.....	\$130,383,008	\$209,571,718	\$342,531,791	\$440,666,022	\$459,581,687	\$477,321,190	\$495,912,048	\$524,689,255	\$538,623,736
II.—Financial statistics.									
Receipts:									
From income of permanent funds.....	.....	.....	\$7,744,765	\$7,800,740	\$7,960,939	\$9,047,097	\$9,333,554	\$9,019,375	\$9,238,358
From State taxes.....	.....	.....	26,345,323	34,638,098	35,032,253	33,941,657	35,122,035	36,197,338	35,079,584
From local taxes.....	.....	.....	97,222,426	118,915,304	124,879,906	130,317,708	135,515,785	143,871,150	150,053,906
From all other sources.....	.....	.....	11,882,292	15,210,769	14,606,873	18,652,908	19,862,008	15,429,749	23,459,364
Total received.....	.....	.....	143,194,806	176,564,911	182,479,971	191,959,370	199,833,382	204,017,612	217,831,222
Per cent of total derived from—									
Income of permanent funds.....	.....	.....	5.4	4.4	4.4	4.7	4.7	4.4	4.2
State taxes.....	.....	.....	18.4	19.6	19.2	17.7	17.6	17.7	16.1
Local taxes.....	.....	.....	67.9	67.3	68.4	67.9	67.8	70.3	68.0
All other sources.....	.....	.....	8.3	8.7	8.0	9.7	9.9	7.6	10.8

TABLE II.—Total number of pupils and students of all grades in both public and private schools and colleges, 1899-1900.

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division*: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division*: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division*: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma. *North Central Division*: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division*: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).				Pupils receiving secondary instruction (high school grades). ¹				Students receiving higher instruction.									
	Public.	Private (largely estimated).	Public. ³	Private (in preparatory schools, academies, seminaries, etc.).	In universities and colleges. ²			In schools of medicine, law, and theology. ⁵			In normal schools. ⁷				Total higher.			
					Public. ⁴	Private.	Total.	Public. ⁶	Private.	Total.	Public.	Private.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
The United States ..	14, 821, 969	1, 240, 925	530, 425	188, 816	34, 177	76, 735	110, 912	9, 470	48, 600	58, 070	47, 421	22, 172	869, 593	91, 068	147, 507			
North Atlantic Division...	3, 463, 835	506, 436	171, 460	54, 823	5, 487	29, 402	34, 989	274	17, 182	17, 456	17, 679	953	18, 632	23, 440	47, 537			
South Atlantic Division...	2, 147, 070	108, 907	28, 708	28, 327	4, 214	10, 647	14, 761	945	6, 331	7, 276	4, 228	1, 418	5, 645	9, 387	18, 286			
South Central Division...	2, 873, 029	151, 391	41, 228	37, 400	3, 510	11, 517	15, 077	1, 265	4, 822	6, 067	4, 092	3, 191	7, 283	8, 867	19, 350			
North Central Division...	5, 568, 203	427, 239	258, 006	56, 739	16, 363	22, 066	38, 429	6, 174	18, 772	24, 946	17, 537	16, 468	34, 025	40, 074	57, 326			
Western Division.....	769, 832	46, 952	31, 023	11, 527	4, 603	3, 203	7, 806	812	1, 493	2, 305	3, 886	122	4, 007	9, 300	4, 813			

¹ Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. XXXIX, vol. 2, Education Report, 1899-1900.

² This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

³ Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

⁴ Mainly State universities and agricultural and mechanical colleges.

⁵ Including schools of dentistry, pharmacy, and veterinary medicine.

⁶ Mainly in schools or departments of medicine and law attached to State universities.

⁷ Nonprofessional pupils in normal schools are included in columns 4 and 5.

There are, in addition to this number, 28,749 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XXXVIII, vol. 2, Education Report, 1899-1900.)

TABLE II.—Total number of pupils and students of all grades in both public and private schools, 1899-1900—Continued.

Division.	Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils and students.			Per cent of public pupils and students.			Per cent of the total population enrolled in each grade.			
	Elementary.		Higher.	Public.	Private.		Elementary.	Second-ary.	High-er.	Elementary.	Second-ary.	High-er.	Elementary.	Second-ary.	High-er.	Total.
	17	18	19													
1	16, 062, 894	719, 241	238, 575	15, 443, 462	21	22	23	24	25	26	27	28	29	30	31	32
The United States..	16, 062, 894	719, 241	238, 575	15, 443, 462	1, 577, 248	17, 020, 710	94.37	4.23	1.40	92.27	73.75	38.17	21.34	0.96	0.31	22.61
North Atlantic Division..	3, 970, 271	226, 283	70, 977	3, 658, 735	608, 796	4, 267, 531	93.04	5.30	1.66	87.24	75.77	33.02	18.92	1.08	0.33	20.33
South Atlantic Division..	2, 255, 977	57, 035	27, 683	2, 185, 165	155, 530	2, 340, 695	96.38	2.44	1.18	96.17	50.33	33.91	21.69	0.55	0.27	22.51
South Central Division..	3, 024, 420	78, 628	28, 397	2, 923, 124	208, 321	3, 131, 445	96.58	2.51	0.91	95.00	52.43	31.23	22.29	0.58	0.21	23.08
North Central Division..	5, 995, 442	314, 745	97, 400	5, 866, 293	541, 304	6, 407, 587	93.57	4.91	1.52	92.87	81.97	41.14	22.83	1.20	0.37	24.40
Western Division	816, 784	42, 550	14, 118	810, 155	63, 297	873, 452	93.51	4.87	1.62	94.25	72.91	65.87	20.16	1.05	0.35	21.56

It has become the established policy to encourage education in the newly acquired territory and to organize new schools where none have existed before. Education increases the power of self-help, and it is claimed that a school educational system puts the natives of any race upon a course of improvement as regards morals and productive industry. Improvement in morals and productive industry prepares the way for good citizenship and ultimately for local self-government.

The commissions that have been appointed to govern Porto Rico and the Philippine Islands have laid great stress on the schools which they have inaugurated as a means of preparation for local self-government in harmony with our national political ideal. In view of this national policy, it seems to me important that provision should be made for the establishment of schools in all places under the United States flag.

In this connection I have the honor to suggest, for your consideration, a recommendation to Congress that the Commissioner of Education be empowered by act of Congress to provide schools for Samoa and for Guam, and that a small appropriation for the beginning of the work be made in the sum of \$5,000 for each island, the same to be expended under the direction of the Secretary of the Interior.

DIVISION OF INTERNATIONAL EXCHANGE.

I. INTERNATIONAL EXCHANGE.

Home journals examined, chiefly educational	6, 240
Foreign journals examined, educational and other	7, 419
Articles indexed on cards	8, 027
Batches clipped and filed	940
Pages of scrapbook filled	432
Inquiries and replies received	617
Inquiries sent out	122
Inquiries answered in writing	350
Foreign letters received	420
Foreign letters sent	212
Letters translated	182
Inquiries answered orally to callers	620
Pages of book orders sent	90
Pages of notes made in examining foreign matter	202
Files examined	137
Pages of computation	995
Invoices, acknowledgments, and book lists checked	1, 846
Pages of manuscript estimated and numbered	13, 000
Letters and cards of acknowledgment sent out	502
Pages of reports, weekly and summaries	287
Consultations with members of divisions and editorial corps	1, 024
Pages of manuscript copied	2, 690
Pages of manuscript and typewriting compared	5, 609
Addresses written and revised	1, 200
Printed matter mailed, packages and pamphlets	436
Sheets and diagrams ruled	81

Entertaining foreign visitors, holding copy, indexing files, arranging and keeping lists, instructing assistants, searching for material, and other miscellaneous work.

II. RESEARCH, REVISION, AND COMPOSITION.

Books and pamphlets on education examined	3, 970
Reviews examined and articles briefed	721
Volumes examined in search of information	1, 370
Pages of manuscript examined	2, 264
Lists, files, and tables examined and revised	275
Pages of manuscript revised and edited	8, 760
Pages of replies composed	522
Statistical compilations	420
Catalogue and index cards revised	10, 626
Pages of translation made	830
Pages of composition of Annual Report	1, 938
Pages of composition of other publications	540
Manuscripts briefed, pages	204
Tables, charts, and diagrams made	360
Proof sheets revised in galleys	593
Proof sheets revised in pages	1, 074
Proof sheets examined in pages, about	500

NOTE.—This division also performs the work detailed under the “foreign section” of the library and museum division.

III. LIBRARY WORK, FOREIGN SECTION.

Books received, entered, catalogued, and numbered	830
Pamphlets disposed of, partly by exchange	2, 748
Catalogue cards made	3, 862
Order cards made	270
Pages of bulletins of new books received	126
Periodicals entered	5, 032
Cards classified and filed	8, 630
Books cut	320
Periodicals arranged in files, about	6, 000
Cards copied	2, 570
Cards compared, about	3, 800
Slips addressed	4, 260
Book titles abbreviated and alphabetized	320
Files and volumes arranged for bindery	472
Circulars sorted and stamped	3, 000
Books arranged on shelves, about	3, 000

LIBRARY AND MUSEUM DIVISION.

Books:

Cut	464
Entered	1, 974
Labeled	6, 240
Loaned	1, 515
Numbered	1, 638
Shelved	4, 215
Reshelved	10, 085
Stamped	1, 458

12 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Cards:	
Alphabetized	19, 074
Copied	5, 398
Distributed	23, 102
Revised	10, 025
Cards written:	
For card catalogue.....	11, 337
On books	11, 371
On books loaned	3, 030
On magazines	2, 050
On school journals	119
Order cards	600
Catalogues:	
Assorted	10, 659
Filed	10, 335
Numbered	10, 579
Stamped	9, 727
Copying (pages):	
Bibliography	1, 589
Bulletin	262
Manuscript	1, 589
Report of library division.....	208
Typewriting	1, 749
General work (days):	
Answering inquiries	53
Bibliography	854
Card cases	103
Comparing	67
Loan cases	88
Research	324
Supervision	312
Indexing:	
Articles	1, 226
Books	1, 060
Magazines	802
Pamphlets	920
School journals	894
Letters:	
Answered	741
Noted	663
Prepared	902
Written	1, 702
Pamphlets:	
Assorted	10, 190
Distributed	10, 594
Filed	10, 368
Numbered	8, 082
Stamped	6, 725
Periodicals:	
Assorted	11, 368
Entered	8, 310
Examined	8, 385
Filed	9, 546
Stamped	11, 106

Miscellaneous:

Books assorted.....	22, 435
Books classified and marked	4, 750
Books received from bindery.....	316
Books wrapped.....	17, 996
Catalogues shelved	20, 000
Documents sent out.....	1, 053
Duplicates sent out.....	30, 055
Envelopes addressed.....	1, 058
Envelopes folded.....	1, 247
Manuscript compared.....	1, 530
Oral inquiries answered.....	4, 554
Pages of dictation	1, 029
Periodicals filed.....	11, 816
Reports compared with cards.....	11, 121
Slips addressed.....	844
Translating, pages.....	225
Volumes prepared for bindery.....	310
Pages revised and compared.....	2, 530

RÉSUMÉ.

Books arranged on shelves and classified.....	5, 580
Books cut.....	784
Books in library, June 30, 1901.....	84, 676
Books loaned	2, 000
Books received, entered, catalogued, and numbered	2, 804
Books reshelved.....	10, 085
Books sent to bindery.....	310
Books shelved	7, 215
Bulletins of new books received, pages.....	388
Cards classified and filed.....	31, 732
Cards compared, about	14, 921
Cards copied	7, 968
Catalogue cards made.....	15, 199
Order cards made	810
Pamphlets disposed of, partly by exchange.....	32, 803
Pamphlets in library June 30, 1901.....	135, 000
Periodicals arranged in files.....	16, 816
Periodicals entered.....	13, 342
Slips addressed.....	10, 665
Volumes disposed of, duplicates (educational reports, etc.).....	15, 000

EDUCATION IN ALASKA.

During the year there have been maintained in Alaska 25 public schools under the immediate supervision of this Bureau, with 31 teachers and an enrollment of 1,681 pupils. In addition to supporting the above public schools, this Office pays the salaries of 5 teachers in the Sitka Industrial School, which has an enrollment of 151 pupils.

During the autumn of 1900 pneumonia prevailed extensively through Arctic Alaska, causing many deaths among the native population. In order as far as possible to prevent the starvation of the stricken people, under authority from the Secretary of the Interior the revenue cutter *Bear* gave out provisions among the settlements along the

shores of Bering Sea, which were distributed by the missionaries, teachers, and officers in that region. At Port Clarence many of the children whose parents had died were gathered into an orphanage established by the teacher. In the spring of 1901 smallpox made its appearance among natives of southeastern Alaska and spread with great rapidity. As a precautionary measure, several of the public schools in that section were closed during the prevalence of the disease.

The appropriation for education in Alaska, which had been continued annually since 1886, was not renewed by the last session of Congress. An amendment to section 203, Title III, of the "Act making further provisions for a civil government for Alaska" (approved March 3, 1901) provides that 50 per cent of all license moneys that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska shall be set aside to be expended, within the discretion and under the direction of the Secretary of the Interior, for school purposes outside incorporated towns in said district.

During the fiscal year the towns of Nome and Treadwell were incorporated, and the schools in those places are now under the care of the local authorities.

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884.....	\$25,000.00
Annual grants, school year—	
1886-87.....	15,000.00
1887-88.....	25,000.00
1888-89.....	40,000.00
1889-90.....	50,000.00
1890-91.....	50,000.00
1891-92.....	50,000.00
1892-93.....	40,000.00
1893-94.....	30,000.00
1894-95.....	30,000.00
1895-96.....	30,000.00
1896-97.....	30,000.00
1897-98.....	30,000.00
1898-99.....	30,000.00
1899-1900.....	30,000.00
1900-1901.....	30,000.00

Expenditure of appropriation for education in Alaska, 1900-1901.

Amount appropriated	\$30,000.00
Salaries of 4 officials.....	4,865.00
Salaries of 31 teachers.....	18,072.38
Supplies for 25 schools.....	3,612.71
Fuel and lighting	869.05
Repairs.....	474.70
Rent	170.00
Traveling expenses.....	546.25
Freight.....	34.95
Balance for outstanding liabilities	1,354.96
Total	30,000.00

Historical table—Statistics of public schools in Alaska, 1892 to 1901.

Schools.	Length of school term and enrollment of pupils.																	
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
<i>Southeast Alaska.</i>																		
Sitka:																		
No. 1 (whites).....	9	50	7	43	9	57	9	40	9	39	9	42	9	31	9	47	8	48
No. 2 (natives).....	9	48	9	110	9	180	9	156	9	154	8	170	9	175	9	184	8	131
Juneau:																		
No. 1 (whites).....	9	23	9	25	9	54	9	70	9	86	9	72	9	74	9	96	...	...
No. 2 (natives).....	9	61	9	65	9	50	9	67	9	70	9	40	9	71	9	70	9	75
Douglas:																		
No. 1 (whites).....	8	13	9	30	9	42	9	57	7	75	9	46	9	70	8	100	8	95
No. 2 (whites).....	...	...	...	...	...	...	...	...	8	32	9	25	9	28	9	37	8	37
Douglas (natives).....	9	108	9	87	7	26	...	...	...	...	...	...	...	...	...	...	...	...
Skagway (whites), 4 schools.	...	...	...	...	...	...	...	...	...	...	...	...	7	109	9	214	...	...
Wrangell (whites and natives).....	9	49	9	54	8	61	9	82	9	64	9	71	9	80	9	114	9	148
Jackson (natives).....	9	82	8	90	7	80	8	64	9	84	9	121	9	67	9	51	8	88
Haines (natives).....	9	54	9	41	9	64	8	60	9	68	7	46	...	...	...	...	...	...
Hoonah (natives).....	...	...	...	...	...	...	8	144	5	120	9	141	9	126	9	125	8	121
Metlakatla (natives).....	...	...	...	...	6	105	...	...	...	...	...	...	9	144	...	...	...	...
Saxman (natives).....	...	...	...	...	...	...	7	31	8	75	8	63	9	62	9	76	7	66
Killisnoo (natives).....	9	137	5	75	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Klawock (natives).....	...	...	...	...	2	50	...	...	...	...	...	...	...	...	...	...	...	...
Gravina (natives).....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	61	7
Dyea (whites).....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	23	...
Kake (natives).....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	87	3
<i>Western Alaska.</i>																		
Kadiak (whites and natives).....	9	74	9	59	9	56	8	49	9	52	9	72	9	44	8	68	8	107
Afognak (natives).....	8	40	9	38	9	38	9	39	...	...	9	59	9	36	...	...	8	43
Wood Island (natives).....	...	...	...	...	...	...	...	...	...	...	2	56	7	56	9	61	8	63
Unga (whites and natives).....	8	35	9	36	9	40	9	44	9	40	9	40	7	36	9	47	9	39
Unalaska (whites and natives).....	...	...	9	24	9	39	9	39	9	48	9	68	8	31	9	76	9	95
Karluk (natives).....	...	...	...	...	...	...	9	27	9	28	...	...	...	...	...	...	...	...
<i>Arctic Alaska.</i>																		
Nome.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	63
Port Clarence (natives).....	5	20	7	30	8	56	9	56	9	53	7	50	...	...	...	...	8	18
St. Lawrence Island.....	...	...	...	...	7	52	9	68	9	66	...	...	8	70	8	72	...	72
Cape Prince of Wales.....	...	...	...	...	...	...	9	104	7	132	...	...	...	...	...	...	...	50
Point Barrow.....	...	...	...	...	...	...	...	...	6	66	6	68	...	48	...	50	...	50
Circle City.....	...	...	...	...	...	...	...	...	8	43	...	...	...	...	...	...	...	...
Eaton Station.....	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...	...	...	30
Carmel.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	41
Total.....	...	794	...	807	...	1,030	...	1,197	...	1,395	...	1,250	...	1,369	...	1,723	...	1,681

The local school committees as at present constituted are as follows:

Sitka: John G. Brady and Edward de Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Juneau: John G. Heid, appointed January 15, 1891; B. M. Behrends and J. B. Denny, appointed January 24, 1900; Rev. John B. René, S. J., appointed March 10, 1900.

Douglas: School No. 1, P. H. Fox, appointed January 15, 1891; C. A. Hopp, appointed September 26, 1899. School No. 2, R. J. Willis and William Mackie, appointed July 25, 1899.

Wrangell: Thomas Willson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; Willam H. Lewis (native Alaskan), appointed May 14, 1900.

Kadiak: Frederic Sargent, appointed July 22, 1893; Wm. J. Fisher and P. D. Blodgett, appointed March 21, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Levitt and F. C. Driffield, appointed January 23, 1901.

Saxman: James W. Young, W. L. Bunard, Rev. Edward Marsden (native Alaskan), appointed April 9, 1900.

Gravina: Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900, all of whom are native Alaskans.

Nome: Walter Church, D. J. Elliott, Jno. Brynteson, Dr. S. J. Call, appointed June 11, 1900; D. W. McKay, S. A. Keller, E. S. Ingraham, J. V. Logan, appointed July 10, 1900.

INTRODUCTION OF REINDEER.

Reindeer and mail service.—Early in 1900 the Post-Office Department concluded to give the Nome district a semimonthly service, and a contract for the same was awarded to Mr. William A. Kjellmann. Mr. Kjellmann having returned to the States on account of ill health, instructions were sent to Dr. F. H. Gambell, superintendent of Eaton reindeer station, to see that the mails were sent through without delay. These instructions reached Eaton in February, 1900, and on the 1st of March the reindeer started from Eaton with the mail for Nome. Five successful trips were made, four of them with reindeer and sleds. The round trip, a distance of 480 miles, through a country without roads or trails, was made in the short time of 11½ days, including rests at Nome and Golofnin. The regularity with which the reindeer brought the mail to Nome won the enterprise many friends.

Aid to the Signal Service, War Department.—In November, 1900, Dr. F. H. Gambell received a communication from Capt. W. B. Richardson, commanding officer at St. Michael, stating that owing to the severe weather three construction parties, aggregating 110 officers and men, engaged in building a military telegraph line between Unalaklik and Kaltag, were unable to advance, and that work might have to be suspended for the season on account of the difficulty of furnishing them provisions with the means of transportation at his disposal. In this emergency Dr. Gambell sent to their aid 36 sled deer and drivers and gave them the needed assistance, bringing them through the deep snow to a point where they could be reached by their mule teams.

Interference of white men.—The discovery of gold has brought a large number of white men into the region occupied by the reindeer herds. The majority of the newcomers are intelligent, honorable men, who take an interest in the introduction of reindeer and give their influence to promote its success. Mingled with these classes is a small number of vicious persons, a few of whom have stolen and killed deer from the herds. In the criminal code for Alaska the stealing of reindeer is punishable by imprisonment for not less than one

year nor more than fifteen years, and chapter 3, section 61, makes the starting of prairie fires an offense punishable by imprisonment of from three months to one year or by a fine of from \$50 to \$500.

Distribution of deer.—For several years efforts have been made to furnish a herd of deer to the Catholic mission station at Nulato, on the Yukon River. During the past season the deer for that station have been separated from the herd at Eaton station, and, at the request of the Rev. J. M. Treca, S. J., in charge at Nulato, they are now kept at some distance from the station until they can be driven to the mission, early in the winter.

In February, 1900, a herd of 174 deer were sent from Eaton station to the Moravian mission stations at Bethel, on the Kuskokwim, where they arrived in good condition April 25.

On February 27 Dr. F. H. Gambell left Eaton station on a tour of inspection of reindeer herds along the coast of Bering Sea, taking with him a herd for the Friends Mission on Kotzebue Sound.

Expedition of Lieut. E. P. Bertholf, Revenue-Cutter Service.—On January 2, 1901, Lieut. E. P. Bertholf, one of the officers of the revenue cutter *Bear*, who had become interested in the introduction of reindeer into Alaska, was, at his request, directed to report to the Secretary of the Interior for temporary service in connection with the reindeer enterprise. He expressed his willingness to proceed at once to the neighborhood of Okhotsk Sea in order to collect information to aid this Bureau in prosecuting the work, and, if practicable, to purchase a number of the large-sized reindeer of that region, to be driven to Baroness Korfg Bay, there to be met by the *Bear* not later than May 15.

Furnished with the necessary credentials from the State Department to the Russian authorities, Lieutenant Bertholf proceeded without delay to St. Petersburg in order to obtain official sanction of his enterprise. On February 24, with ample commendations from the imperial ministry of the interior to the governors-general of Irkutsk and of the Amur region, he left St. Petersburg, proceeding to Moscow. From this city his route lay across European and Asiatic Russia, via the Trans-Siberian Railway to Irkutsk, on Lake Baikal, where he arrived on March 8. At Irkutsk he purchased fur clothing, arms, and provisions for himself and the interpreter; also, in order that he might travel uninterruptedly day and night, a covered sled (*pavoska*) was purchased. From Irkutsk he traveled rapidly over the post-roads to Okhotsk on the coast of the sea of that name.

Between Yakutsk and Orla he encountered severe weather. On one occasion the storm lasted for six days, the trail being completely effaced, and for many miles a path had to be forced through snow waist deep. At one stage of his journey he passed many caravans which had camped awaiting the cessation of the storm.

At Yakutsk he met the agent of the Russian Sealskin Company, who stated that he was willing to contract to furnish from 500 to 1,000 deer for shipment to Alaska during the summer of 1902.

On July 19 a cablegram was received at this Office from Lieutenant Bertholf, who had reached the Russian port Vladivostok on the Pacific Ocean, stating that he had purchased 500 deer, and that he needed additional funds to charter a steamer to transport them to Alaska. With the permission of the Secretary of the Interior the money was sent to him, and he is now on his way to Port Clarence, expecting to reach it in August, where the deer will be placed in the herd of that station.

Herd of reindeer.—The following table shows the number of domestic reindeer in the nine herds in Alaska July 1, 1901:

<i>Number, distribution, and ownership of domestic reindeer in Alaska, 1901.</i>		
Eaton:		
Government	252	
Episcopal mission	60	
Roman Catholic mission	136	
Swedish mission	3	
J. T. Lindseth	10	
Moses (Eskimo)	95	
Tatpan (Eskimo)	53	
Okitkon (Eskimo)	51	
Stephan (Eskimo)	24	
Nellagoroak (Eskimo)	11	
Walker	1	
		696
Teller:		
Government	181	
Lutheran mission	160	
Tautook (Eskimo)	141	
Ablikak (Eskimo)	115	
Sekeoglook (Eskimo)	74	
Dunnak (Eskimo)	66	
		737
Golofnin:		
Government	2	
Swedish mission	221	
Constantine (Eskimo)	17	
Toktok (Eskimo)	17	
Mrs. Dexter	5	
		262
Cape Prince of Wales:		
Congregational mission		993
Synrock:		
Government	1	
Antisarlook's widow (Eskimo)	370	
Achickchick's widow (Eskimo)	65	
Kotoak (Eskimo)	20	
Sagoonuk (Eskimo)	15	
Angalook (Eskimo)	14	
Aseebuk (Eskimo)	11	
Kokengok (Eskimo)	11	
		507

STATEMENT OF THE COMMISSIONER OF EDUCATION. 19

Point Hope:

Electoona (Eskimo).....	75	
Ahlook (Eskimo).....	75	
		150

Point Barrow:

Presbyterian mission	200	
Ojello (Eskimo).....	60	
		260

Bethel:

Moravian mission	220	
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St. Lawrence Island:

Presbyterian mission	87	
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Purchased by Lieutenant Bertholf (about)	500	
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Total	4,412	
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Of the total (4,412) 936 are still in the possession of the Government, 2,080 belong to 10 mission stations, and 1,381 to 22 Eskimo apprentices.

Increase from 1892 to 1901.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Total from previous year .....	.....	143	323	492	743	1,000	1,132	1,877	2,538	2,792
Fawns surviving .....	.....	79	145	276	357	466	625	638	756	1,120
Purchased during summer	171	124	120	123	.....	.....	161	322	29	500
Imported from Lapland .....	.....	.....	.....	.....	.....	.....	144	.....	.....	.....
Total October 1	171	346	588	891	1,100	1,466	2,062	2,837	3,323	4,412
Losses	28	23	96	148	100	1,334	185	299	531	.....
Carried forward	143	323	492	743	1,000	1,132	1,877	2,538	2,792	.....

¹ One hundred and eighty deer killed at Point Barrow for food, 66 lost or killed en route.

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia:

1894	\$6,000	1900	\$25,000
1895	7,500	1901	25,000
1896	7,500	1902	25,000
1897	12,000		
1898	12,500	Total	133,000
1899	12,500		

Expenditure of reindeer fund, 1900-1901.

Amount appropriated	\$25,000.00
Salaries of employees	10,283.71
Supplies for stations	2,709.40
Coal for U. S. S. Bear	2,102.57
Freight	1,906.58
Printing reports, 1899 and 1900	909.75
Traveling expenses	45.34
Photographs and electrotypes for reports	39.64
Reserved for expenses of Lieut. E. P. Bertholf	5,000.00
Balance for outstanding liabilities	2,003.01
Total	25,000.00

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stat. L., 417), an annual appropriation of \$15,000 for the year ending June 30, 1890, and of \$1,000 additional for each subsequent year until said annual appropriation amounts to \$25,000, was made, out of money arising from the sales of public lands, for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862."

The said act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of the institutions receiving the benefits of the said act (secs. 2 and 3), and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

During the year the reports from the treasurers of the colleges giving instruction in agriculture and the mechanic arts were carefully examined, and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1902.

The amounts received by the several States and Territories from the passage of the act to the present time are given on the following page.

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—										
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Alabama.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000
Arizona.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Arkansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
California.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Colorado.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Connecticut.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Delaware.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Florida.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Georgia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Idaho.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Illinois.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Indiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Iowa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kentucky.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Louisiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Maine.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Maryland.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Massachusetts.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Michigan.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Minnesota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mississippi.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Missouri.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Montana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nebraska.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nevada.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Hampshire.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Jersey.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Mexico.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New York.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
North Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
North Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ohio.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oklahoma.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oregon.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Pennsylvania.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Rhode Island.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
South Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
South Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Tennessee.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts, etc.—Continued.

State or Territory.	Year ending June 30—												
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Texas.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000	\$25,000
Utah.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Vermont.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Virginia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Washington.....	.....	.....	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
West Virginia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Wisconsin.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Wyoming.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Total.....	660,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000	1,200,000	1,200,000

The reports of the presidents of the agricultural and mechanical colleges show a decided increase in instructors, students, property, income, etc., as well as the inauguration of new lines of work. A considerable number of the institutions have established short courses, ranging from four weeks to two years, in agriculture, the mechanic arts, dairying, domestic science, etc., for the benefit of persons who can not afford to take a regular course. These courses are well attended, and show that they meet a real need. Another way in which these institutions are enlarging their usefulness is by taking up farmers' institute work. According to the reports for the year ending June 30, 1900, thirty-five of the institutions took part in the institute work, thus aiding in the instruction of many thousands of practical farmers.

A notable step has been taken by the Mississippi Agricultural and Mechanical College, the Clemson College of South Carolina, and the North Carolina College of Agriculture and the Mechanic Arts, in the establishment of courses of instruction in textile industry, with special reference to the manufacture of cotton fabrics. Special buildings of cotton-mill design have been erected and equipped for the practical instruction of students.

The number of students pursuing courses of study in agriculture has increased from 4,390 in 1899 to 5,035 in 1900; the number in engineering from 6,730 to 8,341; in household economy from 1,573 to 1,868; in veterinary science from 646 to 1,167. The number of students taking dairy courses was 1,215, and the number reported as receiving instruction in military drill was 12,800. The income of the institutions was reported as \$7,111,749, an increase of nearly half a million dollars over the amount for the preceding year. The amount of Federal aid received under the acts of Congress approved July 2, 1862, and August 30, 1890, was \$1,844,177, an increase of about \$75,000; the State appropriations amounted to \$2,916,837, an increase of \$346,410. The remainder of the income was derived from fees, invested funds, and other miscellaneous sources. The detailed statistics of the several institutions are given in the following pages.

Statistics for 1899-1900 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands, or a part of the proceeds arising from the sale thereof, or both.

Institution.	President.	Professors and instructors.				Students.																																
		College of agriculture and mechanic arts.		In all departments.		College of agriculture and mechanic arts.				All other departments.		In all departments.		Pursuing courses in—																								
						Preparatory.		Collegiate.		Graduate.						Agriculture.		Mechanical engineering.		Civil engineering.		Electrical engineering.		Mining engineering.		Architecture.		Household economy.		Veterinary science.		Dairying.		Military tactics.				
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.					
1 Alabama Polytechnic Institute, Auburn, Ala.	Wm. LeRoy Brown, LL.D.	29	0	29	0	38	0	327	8	9	2	0	0	0	374	10	128	57	12	61	19	5	25	39	20	211	90	480	587	214	58	67						
2 Agricultural and Mechanical College for Negroes, Normal, Ala.	W. H. Council, Ph. D.	10	15	17	24	207	280	4	8	0	0	0	0	0	211	288	20						288															
3 University of Arizona, Tucson, Ariz.	M. M. Parker, A. M.	15	7	15	7	71	83	31	22	3	1	0	0	105	56																							
4 University of Arkansas, Fayetteville, Ark.	J. L. Buchanan, LL.D.	25	12	25	12	68	0	76	0	1	0	319	191	464	191																							
5 Branch Normal College, Pine Bluff, Ark.	J. C. Corbin, A. M.	3	2	6	4	32	20	32	25	0	0	56	50	120	95																							
6 University of California, Berkeley, Cal.	B. I. Wheeler, Ph. D., LL.D.	74	0	186	1	0	0	501	26	20	1	1,109	1,004	1,680	1,081																							
7 Colorado Agricultural College, Fort Collins, Colo.	B. O. Aylesworth, LL.D.	28	3	28	3	74	34	164	84	6	1	0	0	244	119																							
8 Connecticut Agricultural College, Storrs, Conn.	Geo. W. Flint, A. M.	15	2	16	3	11	3	47	26	0	0	10	0	68	29																							
9 Delaware College, Newark, Del.	Geo. A. Harter, Ph. D.	19	0	19	0	0	0	82	0	4	0	0	0	86	0																							
10 State College for Colored Students, Dover, Del.	Rev. W. C. Jason, A. M.	5	1	5	1	16	15	12	8	0	0	0	0	28	23																							
11 Florida Agricultural College, Lake City, Fla.	Rev. W. F. Yocum, D. D.	13	5	13	5	40	11	60	21	2	2	50	49	152	88																							
12 State Normal and Industrial College, Tallahassee, Fla.	T. D. Tucker, A. M.	5	9	5	9	84	125							84	126																							
13 Georgia State College of Agriculture and Mechanic Arts, Athens, Ga.	H. C. White, Ph. D.	20	0	20	0	0	0	98	0	1	0	0	0	94	0																							

14	Georgia Industrial College for Colored Youth, College, Ga.	R. R. Wright, LL. D.	14	1	14	1	202	67	97	68	0	0	0	0	0	0	299	135	0	0	0	0	0	0	0	0
15	University of Idaho, Moscow, Idaho.	J. P. Blanton, LL. D. . . .	14	5	15	6	75	34	54	32	0	0	20	11	149	77	9	6	13	128
16	University of Illinois, Urbana, Ill.	A. S. Draper, LL. D.	107	18	203	21	163	64	751	363	65	7	772	49	1,751	483	86	89	105	76	....	56	....	41	13	384
17	Purdue University, Lafayette, Ind.	W. E. Stone, Ph. D.	62	5	64	7	0	0	724	73	39	13	0	0	763	86	128	202	106	193	....	....	20	81	39	....
18	Iowa State College of Agriculture and Mechanics Arts, Ames, Iowa.	W. M. Beardshear, LL. D.	45	17	45	17	150	36	606	119	19	5	0	0	775	160	154	81	74	164	21	....	92	49	106	544
19	Kansas State Agricultural College, Manhattan, Kans.	E. R. Nichols, A. M.	37	16	37	16	123	39	482	267	15	12	0	0	620	318	....	....	....	....	....	....	....	....	57	491
20	Kentucky Agricultural and Mechanical College, Lexington, Ky.	J. K. Patterson, Ph. D., LL. D.	18	0	25	0	95	7	255	51	5	4	82	56	437	118	6	95	28	1	0	0	0	0	0	437	
21	State Normal School for Colored Persons, Frankfort, Ky.	James E. Givens, A. B.	5	3	5	3	44	17	43	64	2	0	0	0	89	81	72	59	0	0	0	0	70	....	0	0
22	Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	Thos. D. Boyd, LL. D. . .	21	0	21	0	137	0	231	0	3	0	0	0	371	0	35	38	29	....	....	....	15	....	304	....
23	Southern University, New Orleans, La.	H. A. Hill	8	7	8	7	34	129	91	125	0	0	0	0	125	254	37	65	0	0	0	21	0	0	11	0	
24	University of Maine, Orono, Me.	A. W. Harris, Sc. D.	43	0	51	0	0	0	299	16	8	0	41	1	348	17	11	37	77	84	....	....	....	....	10	258
25	Maryland Agricultural College, College Park, Md.	R. W. Silvester	17	0	17	0	30	0	93	0	0	0	0	0	123	0	12	25	8	....	....	....	....	8	....	120
26	Massachusetts Agricultural College, Amherst, Mass.	H. H. Goodell, LL. D. . .	21	0	21	0	0	0	164	1	11	1	0	0	175	2	165	3	8	165	82
27	Massachusetts Institute of Technology, Boston, Mass.	J. M. Crafts, LL. D. . . .	133	2	133	2	0	0	1,125	53	....	....	....	....	1,125	53	....	113	99	84	60	53	....	....	....	281
28	Michigan Agricultural College, Agricultural College, Mich.	J. L. Snyder, Ph. D.	38	5	38	5	0	0	413	109	5	0	0	0	418	109	198	245	....	....	....	....	109	62	74	240
29	University of Minnesota, Minneapolis, Minn.	Cyrus Northrop, LL. D.	59	7	215	20	60	17	351	63	2	0	1,906	827	2,329	907	503	53	57	64	77	....	80	....	....	423
30	Mississippi Agricultural and Mechanical College, Agricultural College, Miss.	J. C. Hardy, A. M.	20	0	31	0	136	1	230	13	6	0	0	0	372	14	367	333	....	2	....	....	....	259	14	366
31	Alcorn Agricultural and Mechanical College, Westside, Miss.	W. H. Lanier, A. B.	16	0	16	0	306	0	33	0	0	0	0	0	339	0	....	....	....	....	....	....	....	....	....	....
32	University of the State of Missouri, Columbia, Mo.	R. H. Jesse, LL. D.	52	1	79	4	0	0	533	31	13	0	390	239	936	270	125	18	49	38	....	13	....	39	45	290
33	Missouri School of Mines and Metallurgy, Rolla, Mo.	Geo. E. Ladd, Ph. D.	11	0	11	0	0	0	143	21	3	1	0	0	146	22	0	0	6	....	100	....	....	....	....	....
34	Lincoln Institute, Jefferson City, Mo.	John H. Jackson	2	1	7	3	33	16	43	33	0	0	70	83	146	132	....	6	....	....	....	....	49	....	....	....

* Succeeded by James A. McLean, Ph. D.

* Succeeded by H. S. Pritchett, Ph. D., LL. D.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1899-1900 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, etc.—Continued.

Institution.	Professors and Instructors.		Students.																					
	College of agri- culture and me- chanic arts.		In all depart- ments.		College of agriculture and mechanic arts.				All other depart- ments.		In all de- part- ments.		Pursuing courses in—											
					Pre- para- tory.		Collegi- ate.		Gradu- ate.											Men.				
							Men.	Women.	Men.	Women.												Men.	Women.	Men.	Women.	Mechanical engi- neering.	Civil engineering.	Electrical engineer- ing.	Mining engineering.	Architecture.	Household economy.	Veterinary science.	Dairying.	Military tactics.
35	Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.	Rev. James Reid, A. B.	13	6	13	6	26	39	37	16	0	0	50	0	113	55	14	11	5	10	10	114	400	
36	University of Nebraska, Lincoln, Neb.	Rev. E. B. Andrews, D. D., LL. D.	53	13	85	15	80	12	429	64	42	4	802	914	1,353	994	129	80	57	99	11	114	400	
37	Nevada State University, Reno, Nev.	Rev. J. E. Stubbs, D. D.	21	4	21	4	67	70	91	85	7	4	0	0	165	159	2	7	6	58	11	156	156	
38	New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	C. S. Murkland, Ph. D.	23	0	23	0	15	0	116	9	3	0	0	0	134	9	40	15	2	10	20	85	85	
39	Rugers Scientific School, New Brunswick, N. J.	Austin Scott, Ph. D., LL. D.	29	5	32	5	127	45	184	0	0	0	58	0	369	45	46	0	34	14	0	0	129	
40	New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.	F. W. Sanders, Ph. D.	17	6	18	7	95	48	23	19	0	1	11	7	129	75	1	7	1	0	0	0	0	
41	Cornell University, Ithaca, N. Y.	J. G. Schurman, Sc. D., LL. D.	118	3	314	7	0	0	1,028	10	99	4	786	355	1,913	369	171	571	203	43	30	400	400	
42	North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.	Geo. T. Winston, LL. D.	25	0	32	0	0	0	293	0	9	0	0	0	302	0	25	107	86	73	0	25	272	
43	Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	James B. Dudley, A. M.	7	2	7	2	78	62	28	6	5	0	0	0	111	68	26	7	5	62	26	26	26	
44	North Dakota Agricultural College, Agricultural College, N. Dak.	J. H. Worst, LL. D.	22	2	22	2	61	52	179	26	1	0	0	0	241	78	110	50	0	0	40	38	101	
45	Ohio State University, Columbus, Ohio.	Rev. W. O. Thompson, D. D., LL. D.	74	5	110	5	0	0	508	39	12	3	540	150	1,060	192	44	91	80	99	28	9	35	350

STATEMENT OF THE COMMISSIONER OF EDUCATION.

27

		Angelo C. Scott, A. M.	15	8	15	3	105	33	141	83	3	1	0	0	249	117	86	44	6	8	.....
46	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	Inman E. Page.....	6	1	6	1	2	0	0	2	0	0	76	92	78	94	93	.....	.....	.....	.....
47	Colored Agricultural and Normal University, Langston, Okla.	Thos. M. Gatch, Ph. D.	22	6	22	6	33	9	207	137	8	11	0	0	248	157	48	99	6	96	.....
48	Oregon State Agricultural College, Corvallis, Oreg.	G. W. Atherton, LL. D.	35	3	35	3	46	0	311	8	2	0	0	0	359	8	11	59	34	92	.....
49	Pennsylvania State College, State College, Pa.	J. H. Washburn, Ph. D.	17	9	17	9	20	11	58	21	0	5	0	0	78	37	25	20	7	.....	.....
50	Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	Henry S. Hartzog, LL. D.	31	0	31	0	136	0	307	0	18	0	0	0	461	0	55	118	6	40	.....
51	Clemson Agricultural College, Clemson College, S. C.	Thos. E. Miller, LL. D.	9	6	21	6	361	223	32	28	0	0	0	0	383	251	98	65	.....	200	.....
52	Colored Normal, Industrial, Agricultural and Mechanical College, Orangeburg, S. C.	J. W. Heston, Ph. D., LL. D.	22	5	24	5	102	27	230	78	7	2	0	0	339	107	36	56	5	7	.....
53	South Dakota Agricultural College, Brookings, S. Dak.	Chas. W. Dabney, Ph. D., LL. D.	29	4	75	4	0	0	269	90	5	5	381	0	655	96	79	66	.....	.....	.....
54	University of Tennessee, Knoxville, Tenn.	L. L. Foster.....	24	0	24	0	0	0	390	0	6	0	0	0	396	0	190	242	83	.....	.....
55	Agricultural and Mechanical College of Texas, College Station, Tex.	E. L. Blackshear.....	9	5	10	11	0	0	136	140	0	0	0	0	136	140	68	68	.....	140	.....
56	Prairie View State Normal and Industrial College, Prairie View, Tex.	W. J. Kerr, Sc. D.....	24	4	24	4	272	117	62	35	0	2	0	0	334	164	9	4	8	0	.....
57	Agricultural College of Utah, Logan, Utah.	Rev. M. H. Buckham, D. D.	34	0	63	0	0	0	230	48	4	1	240	0	474	49	23	23	23	0	.....
58	University of Vermont and State Agricultural College, Burlington, Vt.	J. M. McBryde, LL. D.	34	0	34	0	0	0	321	0	22	0	0	0	343	0	98	122	33	89	.....
59	Virginia Agricultural and Mechanical College, Blacksburg, Va.	Rev. H. B. Frissell, D. D.	30	46	30	46	451	388	133	66	11	15	0	0	595	469	474	4	4	.....	.....
60	Hampton Normal and Agricultural Institute, Hampton, Va.	E. A. Bryan, A. M.....	25	5	25	5	170	70	108	32	3	3	0	0	281	105	18	5	8	23	.....
61	Washington Agricultural College, Pullman, Wash.	J. H. Raymond, Ph. D., J. M. Jones.....	47	4	54	8	208	34	302	108	33	7	47	68	590	217	32	14	38	.....	.....
62	West Virginia University, Morgantown, W. Va.	C. K. Adams, LL. D.	79	2	149	20	0	0	694	1	13	0	1,117	597	1,824	598	331	76	110	108	.....
63	West Virginia Colored Institute, Institute, W. Va.	Rev. E. E. Smiley, D. D.	10	3	13	4	0	0	15	0	0	0	90	83	105	83	2	13	0	0	.....
64	University of Wisconsin, Madison, Wis.																				.....
65	University of Wyoming, Laramie, Wyo.																				.....

Succeeded by D. B. Furinton, Ph. D., LL. D.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1899-1900 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, etc.—Continued.

	Institution.	Library.		Endow- ment funds.	Land.			Value of buildings.		Value of other equip- ment.	
		Volumes.	Pam- phlets.		Total num- ber of acres.	Acres under cul- tivation.	Acres used for experi- ment.	Value.	Total.	Used for instruc- tion in branches specified in act of Aug. 30, 1890.	Total.
1	Alabama Polytechnic Institute	13,957	800	\$253,500	304	75	30	\$3,000	\$142,000	\$127,800	\$75,000
2	Agricultural and Mechanical College for Negroes (Alabama)	2,047	2,010	0	182	84	40	10,000	29,654	29,654	11,966
3	University of Arizona	8,000	7,499	130,000	160	60	30	4,000	98,600	48,100	44,747
4	Branch Normal College (Arkansas)	4,160	900	0	20	20	20	9,600	283,500	183,500	49,717
5	University of California	79,000	20,000	2,828,254	411	182	182	183,125	718,744	18,000	11,500
6	Colorado Agricultural College	10,000	1,000	226,500	240	160	40	188,744	718,744	718,744	375,000
7	Connecticut Agricultural College	7,000	1,000	135,000	300	135	10	148,849	148,849	148,849	77,827
8	DelaWare College	11,600	2,500	83,000	114	4	4	16,000	75,000	46,000	4,000
9	State College for Colored Students (Delaware)	350	150	0	97	90	4	3,000	79,700	68,300	49,000
10	State Normal and Industrial College (Florida)	3,500	650	158,800	155	93	93	11,000	50,000	12,800	9,000
11	Florida Agricultural College	778	0	0	137	116	4	6,000	50,000	50,000	18,800
12	Georgia State College of Agriculture and Mechanic Arts	30,547	8,992	242,202	120	100	0	10,000	300,000	200,000	400,000
13	Georgia Industrial College for Colored Youths	300	400	0	86	30	0	1,400	32,433	27,933	2,944
14	University of Idaho	4,000	1,700	50,000	115	115	110	5,200	175,300	172,300	40,300
15	University of Illinois	665	3,500	501,992	600	600	100	100,000	885,000	885,000	310,000
16	Purdue University (Indiana)	10,051	3,272	340,000	190	149	90	60,000	337,000	317,000	298,000
17	Iowa State College of Agriculture and Mechanic Arts	12,460	0	682,834	841	400	80	57,768	460,975	350,975	171,584
18	Kansas State Agricultural College	21,450	17,000	503,848	323	323	253	39,700	270,400	270,400	173,000
19	Kentucky Agricultural and Mechanical College	4,009	7,629	144,075	170	66	61	40,000	125,500	125,500	428,000
20	State Normal School for Colored Persons (Ken- tucky)	704	1,000	20,925	300	100	15	17,500	22,063	11,468	8,149
21	Louisiana State University and Agricultural and Mechanical College	21,000	2,000	318,313	583	310	200	33,300	150,000	150,000	50,000
22	Southern University (Louisiana)	2,603	1,250	0	104	40	20	6,000	45,395	45,395	11,167
23	University of Maine	17,200	7,500	219,900	373	120	20	25,000	182,241	120,494	23,598
24	Maryland Agricultural College	2,000	2,000	105,000	296	140	40	28,600	85,000	75,000	18,000
25	Massachusetts Agricultural College	21,075	0	390,575	425	300	75	37,000	213,775	175,000	85,337
26	Massachusetts Institute of Technology	50,149	14,672	3,099,206	3	0	0	46,970	711,042	522,125	200,000
27	Michigan Agricultural College	19,862	4,000	818,944	671	500	50	341,075	941,075	329,070	190,435
28	University of Minnesota	60,000	0	1,398,815	210	160	160	800,000	1,000,000	760,000	200,000
29	Mississippi Agricultural and Mechanical College	7,533	8,568	98,575	1,961	460	50	42,665	136,800	41,800	36,096
30	Alcorn Agricultural and Mechanical College (Missis- sippi)	5,200	2,000	113,575	380	180	8	5,000	60,000	57,500	64,100

STATEMENT OF THE COMMISSIONER OF EDUCATION.

29

32	University of the State of Missouri	32,000	35,000	1,285,819	694	320	90	141,106	900,000	175,000	150,000	80,000
33	Missouri School of Mines and Metallurgy	4,400	46						62,500	54,500	37,850	35,350
34	Lincoln Institute (Missouri)	4,000	800		39	15	2	2,500	68,500	48,500	5,600	48,500
35	Montana College of Agriculture and Mechanic Arts	4,750	4,000		216	170	50	10,000	110,000	100,000	40,000	30,000
36	University of Nebraska	46,500	7,500	1,000,000	320	100	60	200,000	450,000	280,000	310,000	210,000
37	Nevada State University	7,640	6,231		96	91	60	28,000	132,975	30,974	68,542	30,542
38	New Hampshire College of Agriculture and Mechanic Arts	6,800	4,453	41,800	342	30	10	20,500	84,016	79,016	55,500	55,500
39	Rutgers Scientific School (New Jersey)	41,381	5,000	500,000	97	97	15	30,000	366,500	273,500	70,000	66,000
40	New Mexico College of Agriculture and Mechanic Arts	3,649	2,000		270	100	75	6,000	44,000	31,600	47,000	42,000
41	Cornell University (New York)	283,676	39,000	6,756,370	270	105	30	37,000	1,874,373	1,331,773	1,218,343	1,187,358
42	North Carolina College of Agriculture and Mechanic Arts	3,400	1,000	125,000	589	118	52	26,190	87,596	80,596	24,226	21,226
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	749			125	100	5	7,500	42,300	42,300	15,000	15,000
44	North Dakota Agricultural College	8,000	250		640	553	85	28,800	94,000	94,000	18,000	18,000
45	Ohio State University	35,000	10,000	553,894	345	200	200	300,000	779,000	579,000	200,000	180,000
46	Oklahoma Agricultural and Mechanical College	5,607	4,000		200	175	100	5,000	53,000	48,000	60,000	50,000
47	Colored Agricultural and Normal University (Oklahoma)	10			120	50		1,500	15,000	15,000	2,000	2,000
48	Oregon State Agricultural College	3,000		140,684	199	125	25	15,000	94,000	45,000	18,500	15,500
49	Pennsylvania State College	16,536		517,000	400	300	100	40,000	750,000	750,000	60,000	60,000
50	Rhode Island College of Agriculture and Mechanic Arts	10,000	3,000	50,000	178	51	20	18,000	164,600	92,600	93,239	88,239
51	Clemson Agricultural College (South Carolina)	4,200	1,500	96,900	1,102	400	60	26,280	240,000	100,000	104,000	92,000
52	Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina)	600	350	96,900	130	72	2	39,000	78,500	78,500	27,000	27,000
53	South Dakota Agricultural College	5,900	10,000	0	400	200	80	12,000	115,500	115,500	10,000	10,000
54	University of Tennessee	16,100	14,000	425,000	230	110	86	106,370	180,000	140,000	94,500	42,000
55	Agricultural and Mechanical College of Texas	5,000	4,000	209,000	2,416	250	40	48,320	331,155	172,155	43,521	33,521
56	Prairie View State Normal and Industrial College (Texas)	800	100	0	1,500	300		15,000	78,600	78,600	6,687	6,687
57	Agricultural College of Utah	6,481	6,161	0	110	103	85	12,000	155,000	155,000	42,869	42,869
58	University of Vermont and State Agricultural College	59,433	30,000	317,603	120	120	120	9,500	479,398	479,398	75,000	75,000
59	Virginia Agricultural and Mechanical College	3,300	1,200	344,312	404	350	100	30,000	161,250	161,250	75,600	75,600
60	Hampton Normal and Agricultural Institute (Virginia)	10,000		889,500	795	550	20	32,000	540,000	540,000	217,000	217,000
61	Washington Agricultural College	5,519	1,505		242	242	200	15,000	138,400	138,400	62,000	62,000
62	West Virginia University	15,200	2,500	114,750	31	60	60	8,000	275,000	250,000	30,000	5,000
63	West Virginia College	1,560	1,350	0	91	21		7,500	64,500	29,500	24,000	12,000
64	University of Wisconsin	61,354	17,000	530,000	400	200	25	75,000	1,133,944	228,934	347,700	121,577
65	University of Wyoming	9,300	5,500	7,000	416	180	180	10,600	111,540	111,540	61,500	41,500

37	Nevada State University.....	24,480	17,000	.....	25,000	15,000	110	25,000	15,571	8,827
38	New Hampshire College of Agriculture and Mechanic Arts.....	788	10,500	0	25,000	15,000	33,141	25,375	16,168	45,398
39	Rutgers Scientific School (New Jersey).....	0	0	4,800	25,000	15,000	21,382	25,635	15,000	27,227
40	New Mexico College of Agriculture and Mechanic Arts.....	483	6,711	0	25,000	15,000	7,591	33,536	15,815	4,096
41	Cornell University (New York).....	38,328	0	34,428	25,000	13,500	730,032	434,182	15,240	217,069
42	North Carolina College of Agriculture and Mechanic Arts.....	0	10,000	7,500	16,235	15,000	10,397	22,468	15,000	24,969
43	Agricultural and Mechanical College for the Colored Race (North Carolina).....	0	7,500	0	8,755	0	7,525	8,445	0	9,400
44	North Dakota Agricultural College.....	25,153	0	0	25,000	15,000	6,197	25,855	17,846	19,567
45	Ohio State University.....	9,088	166,075	33,204	25,000	0	82,219	85,235	0	223,256
46	Oklahoma Agricultural and Mechanical College.....	49,915	28,480	0	22,500	14,999	3,826	45,655	17,970	3,849
47	Colored Agricultural and Normal University (Oklahoma).....	0	18,877	0	2,500	0	15,000	1	636	.....
48	Oregon State Agricultural College.....	6,115	32,293	12,323	25,000	15,000	2,576	26,542	15,497	22,859
49	Pennsylvania State College.....	33,159	25,637	25,000	25,000	15,000	19,830	40,110	15,000	60,931
50	Rhode Island College of Agriculture and Mechanic Arts.....	438	15,000	2,500	25,000	15,000	0	25,438	15,000	17,200
51	Clensson Agricultural College (South Carolina).....	39,291	59,000	5,754	12,500	15,000	10,639	30,300	15,000	13,887
52	Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina).....	1,292	8,000	5,754	12,500	0	0	11,595	0	3,000
53	South Dakota Agricultural College.....	1,323	40,000	0	25,000	15,000	12,646	26,300	15,000	27,724
54	University of Tennessee.....	0	0	23,960	25,000	15,000	19,899	25,000	15,000	31,488
55	Agricultural and Mechanical College of Texas.....	4,855	28,400	14,280	16,750	15,000	0	28,325	15,000	7,400
56	Prairie View State Normal and Industrial College (Texas).....	0	35,325	0	6,250	0	11,848	6,316	17,441	3,597
57	Agricultural College of Utah.....	467	18,300	8,130	25,000	15,000	8,635	24,127	17,441	24,302
58	University of Vermont and State Agricultural College.....	3,506	6,000	20,639	16,667	15,000	42,323	46,680	22,515	32,300
59	Virginia Agricultural and Mechanical College.....	0	15,000	10,329	8,333	0	17,798	16,667	18,863	42,760
60	Hampden Normal and Agricultural Institute (Virginia).....	2,554	23,210	0	25,000	15,000	153,342	177,263	.....	.....
61	Washington Agricultural College.....	52,643	108,300	6,168	20,000	15,000	7,241	26,825	15,000	22,376
62	West Virginia University.....	1,876	21,350	0	5,000	0	36,301	23,220	23,064	125,350
63	West Virginia Colored Institute.....	0	270,000	11,740	25,000	15,000	36,943	6,876	0	5,789
64	University of Wisconsin.....	15,462	14,845	0	25,000	15,000	75,000	62,266	30,169	204,141
65	University of Wyoming.....	0	0	0	25,000	15,000	929	26,111	15,340	7,000

1 From the Oklahoma Agricultural and Mechanical College.

STATISTICAL DIVISION.

During the scholastic year ending June 30, 1901, the Statistical Division sent out 50,277 copies of forms of inquiry, 26 different schedules being necessary for the collection of the statistics usually tabulated in this Office. The blank forms are sent out over a month before the closing of the schools in the spring. Nearly 50 per cent of the principals of schools answer promptly. To those who have not responded a second request is sent at the close of the school year. A third request is sent to delinquents in September. A fourth request is frequently necessary to elicit information from schools where the records are badly kept. In many instances principals leave the schools at the end of the year, and their successors find the records in such condition that satisfactory reports can not be made. The following table shows the different classes of institutions to which the forms of inquiry were sent, the number of questions asked, the number of schools of each class reporting, the number of requests it was necessary to mail to each class to procure the statistics, and finally references to the chapters of the Annual Report where the information is tabulated:

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed, about—	Where information is tabulated in Report for 1899-1900.
State systems.....	74	50	200	Vol. 1, introduction.
City systems.....	42	568	1,600	Chapter XXXIV, vol. 2.
City and village systems.....	20	387	1,000	Do.
Public high schools.....	46	6,005	18,000	Chapter XXXIX, vol. 2.
Private high schools.....	46	1,978	6,500	Do.
Normal schools.....	27	306	1,000	Chapter XXXVIII, vol. 2.
Universities and colleges.....	40	480	1,000	Chapter XXXV, vol. 2.
Colleges for women.....	22	141	500	Do.
Schools of technology.....	40	43	150	Do.
Agricultural colleges.....	45	65	300	Chapter XXXVII, vol. 2.
Medical schools.....	15	151	350	Chapter XXXVI, vol. 2.
Theological schools.....	13	154	350	Do.
Law schools.....	16	96	200	Do.
Dental schools.....	12	54	130	Do.
Schools of pharmacy.....	13	53	130	Do.
Veterinary schools.....	11	13	50	Do.
Schools for nurses.....	11	432	1,000	Do.
Manual-training schools.....	20	144	350	Chapter XL, vol. 2.
Commercial schools.....	18	373	1,200	Chapter XLI, vol. 2.
Schools for the colored race.....	33	237	500	Chapter XLII, vol. 2.
Institutions for the blind.....	29	37	100	Chapter XLIV, vol. 2.
Institutions for the deaf.....	31	114	300	Do.
Institutions for the feeble-minded.....	23	29	100	Do.
Reform schools.....	23	85	250	Chapter XLIII, vol. 2.
Public kindergartens.....	6	250	350	Chapter XLV, vol. 2.
Public, society, and school libraries.....	33	9,261	15,500	Chapter XVII, vol. 1.

In addition to preparing and sending out schedules, tabulating the returns and preparing the statistical summaries the Statistical Division does a large amount of miscellaneous work, including most of the proof reading and preparation of copy for the printer, as will be seen from the following statement of the work of the division for the year ending June 30, 1901:

Statistical schedules sent out	50, 277
Statistical returns received	22, 604
Catalogues received and classified	7, 608
Letters received, noted, and filed	1, 158
Statistical returns examined and checked	22, 593
Statistical returns prepared for tabulating	26, 705
Statistical forms tabulated, both sides	46, 037
Returns summarized	43, 852
Statistical tables compiled, sheets	1, 356
Statistical tables copied, sheets	462
Statistical returns compared with tables	14, 932
Computations made	42, 576
Catalogues examined for statistics	4, 445
Periodicals and reports examined	1, 299
Manuscript prepared, pages	780
Manuscript edited and revised, pages	2, 281
Pages of Annual Report indexed	558
Proof read, galleys	1, 596
Proof revised, galleys	2, 501
Proof read, pages	4, 242
Proof revised, pages	3, 365
Corrections transferred, pages and galleys	11, 182
Duplicate proofs stamped, pages and galleys	15, 605
Official letters written	615
Envelopes addressed	51, 007
Forms and circulars dated and stamped	52, 079
Forms and circulars folded	51, 577
Envelopes filled and sealed	50, 365
Book slips addressed	9, 969
New lists made, names	8, 565
Books and catalogues arranged and shelved	5, 020
Printed reports, book pages, read for information	2, 892
Tables ruled, sheets	1, 517
Oral inquiries answered	778
Typewriting, copying, and comparing, pages	2, 582
Library cards made	2, 884
Forms and cards arranged alphabetically	59, 316
Educational journals arranged	400
Lists compared, names	11, 354
Forms examined for special statistics	9, 395
Receipts for reports arranged	3, 300
Educational bibliography alphabetized, names	3, 000

At the time this annual statement is made it is impossible to make up from incomplete returns satisfactory school statistics for the year just closed. A statistical review of education in the United States for the year 1899-1900 will be found in Tables 1 to 10 in the following pages, the items being summarized by States, as in the more complete tables of the Annual Report:

34 STATEMENT OF THE COMMISSIONER OF EDUCATION.

COMMON SCHOOL STATISTICS, 1899-1900.

TABLE 1.—Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Total population in 1900.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
United States.....	75,272,683	15,341,220	20.38	10,513,518	127,529	293,759	421,288
North Atlantic Division...	20,988,795	3,633,240	17.32	2,631,368	19,110	84,622	103,732
South Atlantic Division...	10,400,937	2,174,083	20.91	1,326,684	20,107	28,901	49,008
South Central Division...	13,568,457	2,912,698	21.46	1,945,883	29,561	32,807	62,368
North Central Division...	26,262,408	5,823,019	22.16	4,066,169	52,715	129,201	181,916
Western Division.....	4,052,086	798,180	19.70	543,414	6,036	18,228	24,264
North Atlantic Division:							
Maine.....	694,466	130,918	18.86	97,697	1,085	5,360	6,445
New Hampshire.....	407,950	65,193	15.98	47,733	256	2,714	2,970
Vermont.....	343,641	65,964	19.20	47,020	510	3,232	3,742
Massachusetts.....	2,805,346	474,891	16.93	366,136	1,196	12,379	13,575
Rhode Island.....	419,410	64,537	15.39	46,087	207	1,706	1,913
Connecticut.....	908,355	155,228	17.09	111,564	391	3,769	4,160
New York.....	7,268,012	1,209,574	16.64	857,488	5,188	29,660	34,848
New Jersey.....	1,839,500	315,055	17.12	203,003	883	5,806	6,689
Pennsylvania.....	6,302,115	1,151,880	18.28	854,640	9,394	19,996	29,390
South Atlantic Division:							
Delaware.....	171,620	33,174	19.33	22,693	218	622	840
Maryland.....	1,179,500	229,332	19.44	132,685	1,162	3,965	5,127
District of Columbia.....	278,718	46,519	16.69	35,463	161	1,065	1,226
Virginia.....	1,833,300	358,825	19.58	203,136	2,909	5,927	8,836
West Virginia.....	958,800	232,343	24.23	151,254	4,125	3,054	7,179
North Carolina.....	1,893,810	400,452	21.15	206,918	3,650	3,737	7,387
South Carolina.....	1,340,316	281,891	21.03	201,295	2,422	3,142	5,564
Georgia.....	2,216,331	482,673	21.78	298,237	4,453	5,667	10,120
Florida.....	523,542	108,874	20.60	75,008	1,007	1,722	2,729
South Central Division:							
Kentucky.....	2,056,100	501,893	24.41	308,697	4,909	5,051	9,960
Tennessee.....	2,020,616	485,354	24.02	338,566	4,960	4,235	9,195
Alabama.....	1,828,697	376,423	20.59	297,805	1,977	4,601	6,578
Mississippi.....	1,522,900	360,177	23.65	201,593	3,216	4,940	8,156
Louisiana.....	1,381,625	196,169	14.20	146,323	1,991	2,166	4,157
Texas.....	3,048,710	578,418	18.97	393,780	7,348	7,672	15,020
Arkansas.....	1,311,564	314,662	23.99	195,401	4,156	2,803	6,959
Oklahoma.....	398,245	99,602	25.02	63,718	1,004	1,339	2,343
Indian Territory.....							
North Central Division:							
Ohio.....	4,157,545	829,160	19.95	616,365	10,502	15,515	26,017
Indiana.....	2,516,462	564,807	22.44	429,566	7,208	8,409	15,617
Illinois.....	4,821,550	958,911	19.89	737,576	6,950	19,363	26,313
Michigan.....	2,384,000	498,665	20.92	350,000	3,471	12,093	15,564
Wisconsin.....	2,069,042	445,142	21.51	309,800	2,403	10,660	13,063
Minnesota.....	1,751,394	399,207	22.79	243,224	2,052	8,534	10,586
Iowa.....	2,196,000	554,992	25.28	364,409	5,855	22,639	28,494
Missouri.....	3,106,665	719,817	23.17	460,012	6,097	10,104	16,201
North Dakota.....	319,146	77,686	24.34	43,560	1,178	2,905	4,083
South Dakota.....	401,570	96,822	24.11	68,000	1,172	3,630	4,802
Nebraska.....	1,068,539	288,227	26.97	181,874	2,062	7,401	9,463
Kansas.....	1,470,495	389,583	26.49	261,783	3,765	7,748	11,513
Western Division:							
Montana.....	243,329	39,430	16.20	24,100	202	1,012	1,214
Wyoming.....	92,531	14,512	15.69	10,160	89	481	570
Colorado.....	539,700	117,555	21.78	73,291	753	2,844	3,597
New Mexico.....	195,310	36,735	18.81	22,433	533	436	969
Arizona.....	122,921	16,504	13.42	10,177	109	290	399
Utah.....	276,749	73,042	26.39	50,585	535	931	1,466
Nevada.....	42,335	6,676	15.77	4,698	36	288	324
Idaho.....	161,772	36,669	22.67	21,962	331	729	1,060
Washington.....	478,840	97,916	20.45	64,192	1,033	2,288	3,321
Oregon.....	413,536	89,405	21.62	64,411	1,064	2,678	3,742
California.....	1,485,053	269,736	18.17	197,395	1,351	6,254	7,605

TABLE 2.—Average number of days taught, salaries of teachers, value of school property, State and local taxation.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public-school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Females.				
1	2	3	4	5	6	7	8
United States	144.6	\$46.53	\$38.93	\$564,623,736	\$35,079,584	\$150,053,906	\$23,459,364
North Atlantic Division...	177.1	56.70	41.34	217,659,888	12,172,431	60,861,572	13,217,358
South Atlantic Division...	112.0	28.48	25.73	23,349,203	4,557,760	6,626,806	1,305,085
South Central Division...	99.7	37.49	30.89	25,258,497	5,806,497	6,272,857	942,257
North Central Division...	155.6	49.04	39.22	230,391,589	7,591,950	65,649,294	6,924,511
Western Division.....	145.7	58.77	50.05	41,964,559	4,950,946	10,643,387	1,070,153
North Atlantic Division:							
Maine	141.0	39.30	26.59	4,699,475	332,580	1,258,756	0
New Hampshire.....	135.3	69.75	40.59	3,658,143	39,047	864,547	95,962
Vermont	156.0	33.48	25.36	1,800,000	87,637	661,981	86,171
Massachusetts.....	189.0	136.54	52.50	39,077,405	0	13,550,396	106,997
Rhode Island.....	187.0	103.74	51.00	5,175,045	120,469	1,266,884	50,827
Connecticut.....	189.01	88.68	44.40	10,837,695	315,360	2,317,259	177,955
New York	175.0	.....	.....	81,768,495	3,500,000	22,566,408	7,970,867
New Jersey.....	185.0	86.21	48.12	15,846,124	2,284,310	3,674,829	5,450
Pennsylvania.....	166.6	44.25	37.74	54,797,506	5,493,028	14,700,512	4,723,129
South Atlantic Division:							
Delaware.....	160.0	36.60	34.08	904,426	6,000	209,000	0
Maryland	188.0	.....	.....	4,750,000	725,034	1,813,708	339,644
District of Columbia..	181.0	.....	.....	4,346,284	0	1,228,133	0
Virginia	119.0	32.09	26.39	3,336,166	964,282	943,346	55,463
West Virginia.....	106.0	.....	.....	3,966,014	368,452	1,403,011	215,677
North Carolina.....	70.8	24.64	22.21	1,097,564	760,460	21,522	147,683
South Carolina.....	88.4	25.96	23.20	845,596	533,639	112,254	156,931
Georgia.....	112.0	.....	.....	3,298,552	1,111,001	367,815	362,689
Florida.....	93.0	36.16	32.67	804,601	88,892	528,017	26,998
South Central Division:							
Kentucky	115.4	44.03	37.18	5,448,814	1,326,230	1,108,395	197,140
Tennessee.....	96.0	.....	.....	3,063,568	0	1,529,445	150,388
Alabama	78.3	31.00	27.00	1,500,000	757,000	.....	195,000
Mississippi.....	105.1	32.18	26.69	1,636,055	676,966	508,418	45,353
Louisiana	120.0	37.06	29.71	1,066,000	289,594	739,272	58,723
Texas.....	108.2	.....	.....	9,166,550	2,213,841	975,577	131,894
Arkansas.....	77.5	38.50	36.50	2,616,537	413,213	968,977	19,112
Oklahoma.....	95.3	31.93	26.20	760,973	129,653	442,773	144,647
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio.....	165.0	50.00	41.00	44,017,179	1,765,421	10,830,112	534,647
Indiana	152.0	48.80	43.55	23,244,630	1,558,276	4,806,354	461,130
Illinois	152.0	60.34	52.45	47,317,089	1,000,000	15,909,436	769,230
Michigan.....	161.8	44.48	35.35	19,746,443	697,351	5,190,960	449,557
Wisconsin.....	160.0	72.93	38.61	17,630,000	588,799	4,516,654	516,272
Minnesota.....	169.0	47.86	35.20	16,101,029	639,363	3,332,030	1,087,978
Iowa.....	158.0	37.10	31.45	16,908,076	0	7,640,840	920,913
Missouri.....	144.0	49.50	42.50	18,866,156	924,931	4,812,749	844,692
North Dakota.....	155.7	41.72	36.80	2,587,866	0	926,764	83,106
South Dakota.....	129.1	33.01	30.25	3,964,594	253,234	1,517,868	78,994
Nebraska.....	135.0	46.70	36.90	9,591,135	164,575	2,267,644	1,023,791
Kansas.....	126.225	42.04	35.20	10,417,392	0	3,897,873	154,201
Western Division:							
Montana.....	140.0	69.04	50.30	2,531,942	0	740,210	52,657
Wyoming.....	110.0	73.68	43.36	453,607	0	223,266	25,223
Colorado.....	149.5	50.60	46.29	7,128,240	0	2,394,089	426,690
New Mexico.....	96.6	.....	.....	850,000	402,698	37,245	0
Arizona.....	125.0	76.90	63.40	529,024	11,100	218,580	48,849
Utah.....	151.0	63.71	44.36	2,932,745	293,532	764,876	70,032
Nevada.....	154.0	102.20	61.53	284,563	11,515	100,326	70,259
Idaho.....	106.0	56.11	44.83	855,702	168,146	240,249	62,712
Washington.....	148.0	42.13	34.53	4,977,679	792,245	1,128,548	47,762
Oregon.....	116.6	44.46	35.53	2,984,443	0	1,220,676	212,611
California.....	166.2	80.67	64.44	18,436,614	3,269,710	3,573,322	123,358

36 STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 3.—*Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes.*

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Average daily expenditure per pupil.
1	2	3	4	5	6	7
United States	\$38,083,553	\$136,031,838	\$39,158,963	\$213,274,354	\$2.83	<i>Cents.</i> 14.0
North Atlantic Division	19,416,752	47,777,930	16,270,993	83,465,675	3.98	17.9
South Atlantic Division	1,402,644	9,787,313	2,983,228	14,173,185	1.36	9.5
South Central Division	867,164	12,128,036	1,295,731	14,290,931	1.05	7.4
Western Division	14,646,233	55,126,025	15,030,061	84,802,319	3.23	13.4
Western Division	1,750,760	11,212,534	5,578,950	16,542,244	4.08	20.9
North Atlantic Division:						
Maine.....	263,343	1,229,004	220,448	1,712,795	2.47	12.4
New Hampshire.....	66,630	677,767	306,868	1,051,265	2.58	16.3
Vermont.....	294,367	658,600	121,255	1,074,222	3.13	14.6
Massachusetts.....	2,814,197	8,173,347	2,838,699	13,826,243	4.93	20.0
Rhode Island.....	291,096	998,315	281,484	1,570,895	3.66	18.0
Connecticut.....	582,767	2,026,442	586,040	3,189,249	3.51	15.1
New York.....	9,673,343	19,218,893	4,529,255	33,421,491	4.60	21.0
New Jersey.....	1,266,888	3,506,079	1,279,559	6,142,520	3.34	16.4
Pennsylvania.....	4,164,127	11,205,483	6,107,385	21,476,995	3.41	15.1
South Atlantic Division:						
Delaware.....	23,795	225,000	26,205	275,000	1.60	8.4
Maryland.....	424,848	2,132,954	354,725	2,912,527	2.47	11.7
District of Columbia.....	144,137	838,577	245,419	1,228,133	4.41	19.4
Virginia.....	254,332	1,504,397	212,535	1,971,264	1.08	8.2
West Virginia.....	294,627	1,213,491	1,707,203	3,215,321	3.35	20.2
North Carolina.....	54,001	761,772	115,370	931,143	.51	6.3
South Carolina.....	90,813	744,724	58,467	894,004	.67	5.0
Georgia.....	71,629	1,813,151	95,236	1,980,016	.89	5.9
Florida.....	44,462	553,247	168,068	765,777	1.45	10.1
South Central Division:						
Kentucky.....	248,217	2,145,178	256,795	2,650,190	1.29	7.4
Tennessee.....	117,096	1,403,848	230,103	1,751,047	.87	5.4
Alabama.....	0	923,464	0	923,464	.50	4.0
Mississippi.....	35,401	1,125,920	144,865	1,306,186	.86	6.2
Louisiana.....	53,048	844,135	137,942	1,135,125	.82	6.5
Texas.....	182,109	3,990,830	296,075	4,469,014	1.47	10.5
Arkansas.....	97,005	1,208,805	64,000	1,369,810	1.04	9.0
Oklahoma.....	134,288	385,856	165,951	686,095	1.72	11.3
Indian Territory.....						
North Central Division:						
Ohio.....	1,310,644	9,088,255	2,936,312	13,335,211	3.21	12.8
Indiana.....	3,387,124	4,800,965	0	8,188,089	3.30	13.4
Illinois.....	2,890,819	11,564,774	3,301,552	17,757,145	3.68	15.0
Michigan.....	760,098	4,312,245	1,466,803	6,539,146	2.74	11.5
Wisconsin.....	705,245	3,760,212	1,027,913	5,493,370	2.66	11.1
Minnesota.....	692,494	3,842,987	1,094,532	5,630,013	3.21	15.4
Iowa.....	500,414	5,417,663	2,059,983	7,978,060	3.63	13.9
Missouri.....	1,837,015	4,684,250	1,294,785	7,816,050	2.52	11.8
North Dakota.....	303,619	817,491	319,782	1,440,892	4.52	21.2
South Dakota.....	154,818	1,026,126	417,813	1,598,757	3.98	14.6
Nebraska.....	963,405	2,637,995	801,822	4,403,222	4.12	14.9
Kansas.....	1,140,538	3,173,062	308,764	4,622,364	3.14	14.0
Western Division:						
Montana.....	170,467	570,162	113,440	854,069	3.51	25.3
Wyoming.....	27,597	180,386	45,568	253,551	2.74	22.7
Colorado.....	423,185	1,635,011	735,452	2,793,648	5.18	25.4
New Mexico.....	19,279	227,755	96,395	343,429	1.76	15.8
Arizona.....	64,588	189,189	45,953	299,730	2.44	23.6
Utah.....	225,267	609,773	238,546	1,073,586	3.88	14.5
Nevada.....	27,151	158,040	39,431	224,622	5.30	31.0
Idaho.....	75,190	271,990	52,863	400,043	2.47	17.2
Washington.....	158,773	1,081,008	556,014	1,795,795	3.75	18.9
Oregon.....	209,356	898,163	486,901	1,594,420	3.85	21.2
California.....	349,907	5,391,057	1,168,387	6,909,351	4.65	21.1

STATISTICS OF CITY SCHOOL SYSTEMS, 1899-1900.

TABLE 4.—Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.¹

Cities of—	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States	568	3,949,561	2,946,978	Days. 187.7	8,662	79,565	\$59,183,566	\$99,457,234
North Atlantic Division ..	240	1,929,523	1,430,914	190.9	3,912	39,446	30,978,507	55,499,727
South Atlantic Division ..	43	271,888	197,334	178.1	677	5,180	3,319,268	4,692,118
South Central Division ..	50	209,706	151,526	180.5	594	3,686	2,309,323	3,343,556
North Central Division ..	201	1,322,506	1,006,714	186.4	2,957	26,920	18,642,461	30,017,331
Western Division	34	215,938	160,490	185.9	622	4,333	3,934,007	5,904,502
North Atlantic Division:								
Maine	9	23,303	18,935	176.6	73	610	306,022	388,129
New Hampshire	9	19,634	15,062	177.3	58	467	273,461	409,230
Vermont	3	6,058	4,680	178.1	13	148	73,350	193,785
Massachusetts	56	351,317	283,143	193.7	876	7,838	6,349,889	11,176,628
Rhode Island	10	59,158	38,389	193.3	113	1,175	796,765	1,289,258
Connecticut	20	84,486	65,224	192.8	139	2,022	1,279,606	2,174,127
New York	52	769,719	562,661	191.0	1,397	15,378	14,282,374	25,930,773
New Jersey	27	182,417	126,332	194.4	281	3,596	2,315,801	3,973,376
Pennsylvania	54	433,431	316,488	189.4	912	8,212	5,301,239	9,964,421
South Atlantic Division:								
Delaware	1	11,025	8,078	197.0	7	245	124,804	258,005
Maryland	5	87,003	58,751	195.6	178	1,701	838,577	1,228,133
District of Columbia ..	1	46,519	35,463	181.0	161	1,065	330,341	528,616
Virginia	10	35,279	26,490	184.4	108	588	141,195	245,926
West Virginia	4	13,509	10,111	183.5	41	285	87,402	124,378
North Carolina	7	14,578	9,551	175.9	29	172	419,760	502,073
South Carolina	4	40,114	32,189	175.7	92	703	84,636	104,540
Georgia	7	9,773	6,487	153.0	29	176		
Florida	4							
South Central Division:								
Kentucky	10	50,754	38,901	190.0	122	990	649,063	968,656
Tennessee	6	36,885	26,440	179.2	108	571	340,996	460,559
Alabama	6	14,192	10,058	171.2	35	257	133,455	200,326
Mississippi	3	5,594	3,566	175.8	16	123	56,624	56,624
Louisiana	3	34,625	24,495	184.5	38	714	375,779	633,312
Texas	16	51,430	36,820	173.3	820	807	604,862	821,154
Arkansas	4	12,664	9,043	175.7	43	166	120,513	163,117
Oklahoma	2	3,562	2,203	170.6	12	58	24,632	39,808
Indian Territory	0	0	0	0	0	0	0	0
North Central Division:								
Ohio	38	250,312	198,771	187.9	683	5,159	3,622,847	5,589,711
Indiana	24	111,383	80,586	182.5	333	2,017	1,407,768	2,288,456
Illinois	36	353,016	275,724	187.4	716	7,384	6,035,583	9,301,096
Michigan	27	135,898	98,410	190.2	244	2,644	1,630,395	2,753,712
Wisconsin	22	111,023	82,164	189.0	301	2,132	1,334,581	1,992,327
Minnesota	7	78,638	63,535	185.3	91	1,785	1,178,746	1,777,410
Iowa	20	69,794	52,982	180.8	143	1,697	866,428	1,403,848
Missouri	11	138,426	99,243	186.9	285	2,636	1,715,684	3,399,646
North Dakota	1	2,259	1,645	180.0	3	50	26,207	45,213
South Dakota	1	30,243	22,697	180.8	40	598	399,635	815,789
Nebraska	3	39,951	29,760	172.9	114	658	399,587	615,123
Kansas	11							
Western Division:								
Montana	4	12,530	8,952	179.2	19	244	222,000	407,285
Wyoming	2	42,128	30,279	181.5	115	792	704,421	1,248,053
Colorado	9	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0
Utah	2	16,754	13,364	150.8	57	326	206,931	372,720
Nevada	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0
Washington	4	27,216	19,777	187.4	74	535	375,306	802,614
Oregon	2	13,711	10,498	187.5	52	291	223,486	347,785
California	11	99,959	74,920	194.0	200	2,093	2,162,416	2,667,700

¹ Included also in Tables 1, 2, and 3.

STATISTICS OF SECONDARY EDUCATION, 1899-1900.

TABLE 5.—*Instructors and students in public high schools and in private high schools and academies.*

State or Territory.	Public high schools. ¹					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary students.		Num- ber.	Secondary teachers.		Secondary students.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	6,005	10,172	10,200	216,207	203,044	1,978	4,275	5,842	55,734	55,063
North Atlantic Division .	1,448	2,726	3,925	73,333	96,072	669	1,824	2,489	21,433	19,343
South Atlantic Division .	449	655	536	10,553	16,460	400	750	848	10,171	10,031
South Central Division ..	675	996	723	16,080	23,589	417	627	758	11,298	10,734
North Central Division ...	3,163	5,209	4,476	104,980	149,836	364	824	1,289	10,015	11,559
Western Division	270	586	540	11,261	17,087	128	250	422	2,817	3,387
North Atlantic Division:										
Maine	154	174	169	3,828	4,921	33	43	85	1,042	1,317
New Hampshire	57	70	102	1,602	2,102	33	111	61	1,642	958
Vermont	55	59	92	1,482	1,956	17	26	44	496	539
Massachusetts	237	557	955	15,718	20,226	97	257	427	3,034	2,877
Rhode Island	20	74	89	1,476	1,974	14	32	47	365	269
Connecticut	74	130	222	3,519	4,588	63	136	211	1,410	1,399
New York	378	776	1,434	29,019	33,347	204	596	898	5,250	5,855
New Jersey	96	192	366	4,252	7,008	74	198	268	2,109	1,789
Pennsylvania	377	694	526	12,437	19,950	134	425	448	6,085	4,310
South Atlantic Division:										
Delaware	13	17	24	402	650	4	13	14	157	146
Maryland	51	95	64	1,720	2,236	46	140	160	1,038	1,276
District of Columbia ..	5	55	82	1,313	2,118	21	40	106	262	545
Virginia	70	82	101	1,596	2,734	82	171	167	1,949	1,653
West Virginia	32	52	28	665	1,290	13	25	36	455	510
North Carolina	21	24	18	405	538	122	201	171	3,690	2,797
South Carolina	104	134	76	1,693	2,305	36	66	64	935	804
Georgia	120	150	109	2,202	3,643	67	89	136	1,621	2,116
Florida	33	46	34	557	946	9	5	30	64	184
South Central Division:										
Kentucky	70	119	113	2,312	3,205	95	133	197	2,025	2,060
Tennessee	101	131	93	2,169	3,253	99	165	146	2,973	2,676
Alabama	62	92	93	1,478	2,339	55	73	81	1,229	1,136
Mississippi	100	110	93	1,618	2,434	43	54	78	988	989
Louisiana	31	57	59	814	1,401	30	33	79	646	636
Texas	240	382	220	6,078	8,851	62	110	136	2,494	2,415
Arkansas	61	87	42	1,371	1,853	21	45	23	751	622
Oklahoma	6	10	8	117	219	1	0	3	0	20
Indian Territory	4	8	2	123	34	11	14	15	192	189
North Central Division:										
Ohio	678	1,073	644	19,753	25,959	49	92	201	1,107	1,527
Indiana	382	738	370	11,184	15,231	27	86	121	1,060	1,153
Illinois	344	721	697	14,670	22,776	64	122	256	1,450	2,075
Michigan	294	477	610	12,146	16,665	20	39	94	396	779
Wisconsin	231	381	409	8,750	11,876	23	80	94	840	622
Minnesota	115	181	330	5,020	7,290	29	82	95	922	925
Iowa	344	479	582	11,773	17,249	35	64	99	1,013	1,185
Missouri	234	428	317	8,208	12,398	75	178	214	2,277	2,231
North Dakota	27	31	34	442	688	2	3	4	70	33
South Dakota	61	70	49	1,111	1,506	7	11	27	135	172
Nebraska	250	320	226	1,053	9,155	19	29	56	279	405
Kansas	203	310	208	5,870	9,043	14	38	28	466	452
Western Division:										
Montana	19	25	43	642	993	3	0	7	0	66
Wyoming	7	8	9	155	202	...	...	...	...	121
Colorado	44	127	104	2,337	3,573	6	9	31	76	88
New Mexico	7	14	6	100	143	4	5	10	44	59
Arizona	2	5	3	57	115	2	1	2	10	33
Utah	5	21	18	491	624	13	32	42	860	756
Nevada	9	12	10	164	267	...	...	...	...	...
Idaho	8	11	7	216	270	5	8	9	...	...
Washington	47	77	60	1,326	2,137	13	23	51	150	376
Oregon	17	31	29	743	1,173	19	32	50	367	429
California	105	255	251	5,030	7,590	63	140	220	1,222	1,458

¹ Included also in Table 1.

STATISTICS OF HIGHER EDUCATION, 1899-1900.

TABLE 6.—*Instructors and students in public and private normal schools of the United States.*

State or Territory.	Public normal schools.					Private normal schools.				
	Num- ber.	Teachers of normal students.		Students in normal courses.		Num- ber.	Teachers of normal students.		Students in normal courses.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	172	935	1,236	12,432	34,989	134	535	382	11,737	10,435
North Atlantic Division..	59	336	579	3,935	13,734	7	54	68	241	712
South Atlantic Division..	25	84	116	1,157	3,071	29	43	65	444	974
South Central Division..	26	102	100	1,533	2,559	35	90	91	1,632	1,539
North Central Division..	43	315	341	4,963	12,574	61	345	155	9,391	7,097
Western Division	19	98	100	844	3,041	2	3	3	9	113
North Atlantic Division:										
Maine.....	6	9	29	192	879					
New Hampshire.....	1	3	5	1	117					
Vermont.....	3	6	9	27	225					
Massachusetts.....	10	42	79	127	1,643	3	7	21	0	205
Rhode Island.....	1	4	18	0	194					
Connecticut.....	4	14	57	5	571					
New York.....	16	89	203	1,034	4,953	1	33	43	100	354
New Jersey.....	3	13	25	66	733					
Pennsylvania.....	15	156	154	2,493	4,429	3	14	4	141	153
South Atlantic Division:										
Delaware.....	1	0	2	0	25					
Maryland.....	1	4	8	16	376	3	9	2	33	45
District of Columbia.....	2	0	16	19	198	2	0	3	0	38
Virginia.....	3	10	22	73	250	5	14	13	35	143
West Virginia.....	7	34	20	619	615	2	4	5	58	74
North Carolina.....	6	14	6	174	749	7	9	24	144	346
South Carolina.....	1	8	24	0	202	4	2	5	85	161
Georgia.....	2	9	13	210	582	4	2	9	57	123
Florida.....	2	5	6	46	74	2	3	4	32	44
South Central Division:										
Kentucky.....	4	8	6	126	184	7	15	11	341	411
Tennessee.....	1	15	11	210	394	12	20	19	517	488
Alabama.....	6	21	40	322	525	2	16	22	349	213
Mississippi.....	6	10	4	185	180	6	12	17	99	99
Louisiana.....	2	5	15	60	411					
Texas.....	3	15	17	313	466	2	5	13	95	81
Arkansas.....	1	5	2	36	26	6	22	9	251	247
Oklahoma.....	3	23	5	281	373					
Indian Territory.....										
North Central Division:										
Ohio.....	5	8	19	13	562	10	68	21	2,900	1,319
Indiana.....	2	30	10	508	819	11	81	44	2,666	2,165
Illinois.....	4	54	58	532	1,601	8	43	23	1,138	1,112
Michigan.....	3	32	39	449	1,574	2	1	3	74	93
Wisconsin.....	8	60	70	775	2,011	2	14	0	42	24
Minnesota.....	5	27	36	264	1,166	2	8	0	36	30
Iowa.....	5	33	28	600	1,604	10	44	21	1,010	820
Missouri.....	4	29	30	783	1,114	5	25	11	744	449
North Dakota.....	2	9	6	131	286	1	2	0	15	20
South Dakota.....	3	7	19	141	339	1	4	2	65	84
Nebraska.....	1	9	7	207	557	3	21	14	501	754
Kansas.....	1	17	19	560	941	6	34	16	191	227
Western Division:										
Montana.....	1	5	4	13	85					
Wyoming.....										
Colorado.....	1	9	9	102	275	1	2	2	7	90
New Mexico.....	2	10	8	39	94					
Arizona.....	2	3	5	40	76					
Utah.....	1	6	1	68	80					
Nevada.....										
Idaho.....	2	6	5	88	155					
Washington.....	2	8	12	68	251					
Oregon.....	4	20	10	170	361					
California.....	4	31	46	256	1,664	1	1	1	2	23

TABLE 7.—*Instructors and students in coeducational colleges and universities and in colleges for men only.*

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11
United States	480	8,365	1,751	32,399	15,259	57,886	19,199	3,926	1,253	\$20,836,488
North Atlantic Division...	85	2,624	178	6,094	1,163	21,813	2,675	1,652	275	8,531,437
South Atlantic Division...	74	941	177	3,629	1,519	6,409	978	475	31	1,864,288
South Central Division...	85	838	350	5,757	3,580	6,653	2,533	117	59	1,818,133
North Central Division...	195	3,210	884	14,237	7,160	19,307	10,620	1,453	703	7,093,707
Western Division	41	752	162	2,682	1,837	3,704	2,393	229	185	1,528,923
North Atlantic Division:										
Maine.....	4	92	4	0	0	839	205	8	0	231,624
New Hampshire	2	64	0	41	0	646	0	5	0	114,350
Vermont.....	3	54	0	0	0	376	104	4	1	111,327
Massachusetts	9	428	9	447	22	3,894	417	456	34	1,910,008
Rhode Island	1	70	2	0	0	631	152	26	22	176,924
Connecticut	3	220	0	0	0	2,115	58	209	48	911,573
New York	23	903	80	3,602	470	5,816	853	633	118	3,029,649
New Jersey	5	150	5	313	45	1,406	0	132	0	359,939
Pennsylvania	35	643	78	1,691	626	6,090	886	179	52	1,686,043
South Atlantic Division:										
Delaware	2	24	1	16	15	94	8	4	0	49,628
Maryland	11	221	15	606	88	893	127	186	0	386,026
District of Columbia.	7	182	14	566	26	498	144	167	15	421,477
Virginia	11	120	9	302	110	1,242	36	36	0	311,217
West Virginia	3	58	11	243	54	213	135	35	7	171,949
North Carolina	15	128	32	656	338	1,423	173	32	4	209,238
South Carolina	9	82	24	552	399	778	77	8	0	107,010
Georgia	11	78	40	481	265	1,128	190	5	0	135,567
Florida	5	48	31	207	224	140	88	2	5	72,176
South Central Division:										
Kentucky.....	13	139	81	1,106	841	1,192	352	13	7	278,679
Tennessee.....	24	210	113	1,645	981	1,717	879	47	12	560,267
Alabama	9	93	21	323	255	822	223	16	1	109,077
Mississippi	4	42	6	195	134	505	33	5	2	100,325
Louisiana	8	101	43	516	378	737	187	10	17	251,914
Texas	16	167	67	1,169	487	1,184	491	24	20	358,752
Arkansas	8	67	29	581	365	457	332	0	0	127,775
Oklahoma	1	11	1	117	54	23	19	2	0	20,200
Indian Territory	2	8	19	105	85	16	17	0	0	11,144
North Central Division:										
Ohio	34	600	153	2,671	1,207	3,399	1,932	99	72	1,237,638
Indiana	13	251	39	737	234	1,907	685	98	24	382,748
Illinois	31	678	160	2,363	1,234	3,330	2,299	730	365	1,832,147
Michigan	9	179	52	545	220	1,494	956	59	34	692,600
Wisconsin	10	224	42	703	204	2,010	573	82	31	480,524
Minnesota	9	169	41	955	276	1,271	785	124	53	464,100
Iowa	25	271	121	1,537	1,034	1,688	1,005	50	22	569,456
Missouri	26	338	110	2,009	1,012	1,976	837	89	10	585,741
North Dakota	3	27	10	137	61	67	36	2	3	53,874
South Dakota	5	48	26	341	283	133	89	3	3	65,338
Nebraska	10	172	53	954	619	886	712	87	56	341,566
Kansas	20	253	77	1,285	776	1,146	711	30	30	387,885
Western Division:										
Montana	2	16	13	72	75	38	40	0	2	41,232
Wyoming	1	13	3	68	47	33	35	3	1	55,773
Colorado	4	117	18	432	288	476	406	17	5	160,049
New Mexico	1	12	2	28	104	12	2	2	0	11,435
Arizona	1	15	7	71	33	31	22	3	1	52,295
Utah	4	52	12	410	453	57	44	2	3	96,754
Nevada	1	21	4	67	70	91	85	7	4	57,110
Idaho	1	15	6	83	37	59	47	0	0	50,200
Washington	7	75	13	388	173	378	150	15	5	119,990
Oregon	7	70	28	406	282	220	157	4	6	82,878
California	12	346	57	657	275	2,309	1,405	176	158	801,207

TABLE 9.—*Instructors and students in colleges and seminaries for women which confer degrees.*

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
1	2	3	4	5	6	7	8
United States.....	141	697	1,744	7,487	15,467	411	\$3,348,879
North Atlantic Division.....	20	329	438	1,195	4,919	255	1,493,672
South Atlantic Division.....	47	187	472	1,796	4,790	62	613,418
South Central Division.....	50	104	505	2,928	4,265	63	594,810
North Central Division.....	22	70	286	1,375	1,427	24	456,484
Western Division.....	2	7	43	198	66	7	90,405
North Atlantic Division:							
Maine.....	2	11	11	249	22	5	19,856
New Hampshire.....							
Vermont.....							
Massachusetts.....	5	144	178	12	2,807	89	699,233
Rhode Island.....							
Connecticut.....							
New York.....	5	111	133	505	1,200	102	498,883
New Jersey.....	1	8	7	39	5	1	12,000
Pennsylvania.....	7	55	109	392	885	58	263,700
South Atlantic Division:							
Delaware.....							
Maryland.....	5	30	65	188	606	5	139,180
District of Columbia.....							
Virginia.....	11	45	94	424	901	8	143,188
West Virginia.....	2	2	14	69	91	0	18,800
North Carolina.....	9	33	98	404	854	6	117,465
South Carolina.....	9	32	79	253	1,038	21	114,025
Georgia.....	11	45	122	458	1,800	22	180,760
Florida.....							
South Central Division:							
Kentucky.....	10	17	100	607	687	17	90,806
Tennessee.....	11	32	125	600	1,089	14	157,050
Alabama.....	8	18	76	306	622	22	61,960
Mississippi.....	12	17	134	850	1,256	3	165,265
Louisiana.....	3	5	16	86	175	0	18,500
Texas.....	5	13	46	419	396	7	92,229
Arkansas.....	1	2	8	60	40	0	9,000
Oklahoma.....							
Indian Territory.....							
North Central Division:							
Ohio.....	4	9	76	167	248	8	95,034
Indiana.....							
Illinois.....	4	8	45	335	224	3	111,699
Michigan.....							
Wisconsin.....	1	2	20	175	40	0	46,242
Minnesota.....	1	0	11	46	14	0	9,000
Iowa.....							
Missouri.....	11	48	119	562	867	13	173,899
North Dakota.....							
South Dakota.....							
Nebraska.....							
Kansas.....	1	3	15	90	66	0	20,700
Western Division:							
Montana.....							
Wyoming.....							
Colorado.....							
New Mexico.....							
Arizona.....							
Utah.....							
Nevada.....							
Idaho.....							
Washington.....							
Oregon.....							
California.....	2	7	43	133		7	90,405

TABLE 10.—Summary of statistics of professional schools for 1899–1900.

State or Territory.	Theological.			Law.			Medical.		
	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.
1	2	3	4	5	6	7	8	9	10
United States.....	154	994	8,009	96	1,004	12,516	151	4,483	25,213
North Atlantic Division..	51	420	2,981	16	262	4,235	25	988	6,267
South Atlantic Division..	19	118	937	21	136	1,746	22	474	3,292
South Central Division...	15	72	587	18	110	712	21	405	4,026
North Central Division...	62	347	3,376	34	427	5,373	71	2,285	10,646
Western Division.....	7	37	128	7	69	450	12	331	992
North Atlantic Division:									
Maine.....	2	13	38	1	10	43	2	33	163
New Hampshire.....							1	16	118
Vermont.....							1	25	191
Massachusetts.....	8	78	499	2	48	1,025	4	208	957
Rhode Island.....				1	14	58			
Connecticut.....	3	38	191	1	30	195	1	25	135
New York.....	15	134	983	7	117	2,349	10	461	2,266
New Jersey.....	5	38	477						
Pennsylvania.....	18	119	793	4	43	565	6	220	2,427
South Atlantic Division:									
Delaware.....									
Maryland.....	6	49	408	3	29	310	8	200	1,445
District of Columbia..	3	20	145	6	66	757	4	113	483
Virginia.....	3	16	183	3	13	275	3	75	637
West Virginia.....				1	3	125			
North Carolina.....	2	11	29	3	8	170	3	22	150
South Carolina.....	3	15	43	1	1	28	1	20	116
Georgia.....	2	7	129	4	16	81	3	44	412
Florida.....									
South Central Division:									
Kentucky.....	3	19	307	3	12	92	6	145	998
Tennessee.....	7	38	218	8	62	216	8	162	1,985
Alabama.....	3	9	46	1	2	51	2	23	247
Mississippi.....				2	9	79			
Louisiana.....	1	3	10	1	5	75	2	24	427
Texas.....	1	3	6	2	10	181	2	32	296
Arkansas.....				1	10	18	1	19	123
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	12	73	423	5	52	616	13	342	1,569
Indiana.....	3	21	144	5	42	526	4	132	401
Illinois.....	15	103	1,237	10	134	1,168	15	675	3,353
Michigan.....	4	12	103	2	47	1,041	7	233	1,062
Wisconsin.....	4	27	316	1	7	230	2	74	260
Minnesota.....	8	39	292	1	22	528	3	112	503
Iowa.....	6	24	202	3	24	477	5	101	691
Missouri.....	7	36	589	3	38	401	16	448	2,256
North Dakota.....									
South Dakota.....									
Nebraska.....	1	5	19	2	47	200	3	95	313
Kansas.....	2	7	51	2	14	186	3	73	229
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	2	12	31	2	39	88	3	96	203
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....									
Washington.....				1	6	44			
Oregon.....	1	5	24	2	10	62	2	40	89
California.....	4	20	73	2	14	256	7	195	700

44 STATEMENT OF THE COMMISSIONER OF EDUCATION.

General summary of statistics of professional and allied schools for 1899-1900.

Class.	Schools.	Instructors.	Students.	Graduates.
Theological.....	154	994	8,009	1,773
Law.....	96	1,004	12,516	3,241
Medical.....	151	4,483	25,213	5,219
Dental.....	54	1,118	7,928	2,029
Pharmaceutical.....	53	493	4,042	1,130
Veterinary.....	13	124	362	100
Nurse training.....	432	.....	11,164	3,456
Total.....	953	8,216	69,234	16,948

Summary of statistics of medical schools, by classes, for 1899-1900.

Class.	Schools.	Instructors.	Students.	Graduates.
Regular.....	121	3,545	22,752	4,720
Homeopathic.....	22	735	1,909	413
Eclectic and physiomedical.....	8	208	552	86
Total.....	151	4,483	25,213	5,219

Enrollment in special schools, 1899-1900.

City evening schools.....	190,000
Business schools.....	91,549
Schools for defectives.....	25,261
Reform schools.....	23,901
Government Indian schools.....	21,568
Indian schools (five civilized tribes).....	10,499
Schools in Alaska.....	1,753
Orphan asylums and other benevolent institutions.....	15,000
Private kindergartens.....	95,000
Miscellaneous.....	50,000
Total.....	524,531

The miscellaneous in the above table includes such institutions as schools of art, music, elocution, and oratory, as well as private evening schools and schools of various arts not elsewhere included.

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the Office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Specialist in education as a preventive of pauperism and crime.—Arthur MacDonald, New York.

Specialist in Spanish-American educational systems.—Robert L. Packard, District of Columbia

Clerk of class 4.—Agricultural college clerk.—Wellford Addis, Florida.

Clerk to Commissioner.—Charles E. Waters, Rhode Island.

Division of correspondence and records.—Mrs. Harriette F. Hovey, Illinois; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Mrs. E. V. D. Miller, Mississippi; Mrs. R. L. Foot, South Carolina.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Frederick E. Upton, New Jersey; James C. Boykin, Georgia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Henry E. Crouch, Tennessee; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; Miss Bertha Y. Hebb, Alabama; Miss Mary L. Silcott, Idaho, detailed from Pension Office; Miss Margaret S. Getty, Ohio; George F. Harley, Georgia.

Division of international exchange.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Frances Graham French, Maine; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. A. N. Chalker, New York.

Division of the library and museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Miss Sophie Nussbaum, New York; Mrs. Aduella P. Bryant, Tennessee; assistant messenger, John E. Patton, North Carolina; Mrs. Louise D. Goldsberry, Ohio.

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania; Alfred R. Cheever, Kansas, clerk to general agent of education in Alaska.

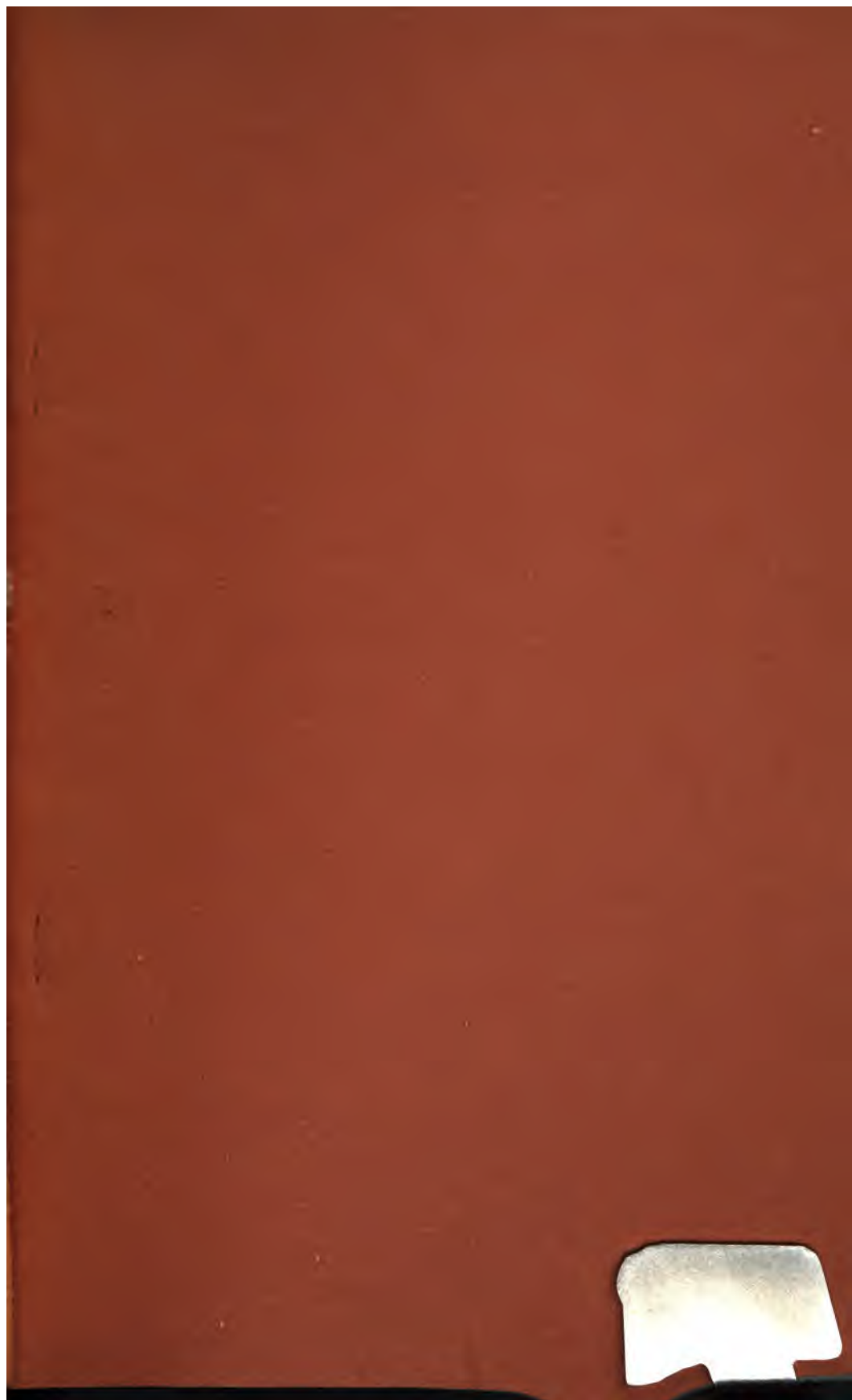
Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; John R. Hendley, Kansas; George W. Cole, District of Columbia; Miss Marie H. Young, Virginia; Greene S. W. Lewis, Kansas; Paul F. Crouch, Tennessee.

All of which is respectfully submitted.

W. T. HARRIS, *Commissioner.*

Hon. ETHAN A. HITCHCOCK,

Secretary of the Interior.





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[Whole Number 285]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

• TO THE

From

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1902.

U. S. Dep. of Educ.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1902.



[Whole Number 285]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR.

FOR THE

FISCAL YEAR ENDED JUNE 30, 1902.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1902.

ANNUAL STATEMENT
OF THE
COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 20, 1902.

SIR: I have the honor to submit the following statement of the operations of this office for the fiscal year ending June 30, 1902:

Since my last statement the annual report of this office for 1899-1900 has been delivered by the Public Printer and distributed to institutions of education in this country and abroad.

The report for 1900-1901 has been in the hands of the printer for several months, and is now nearly ready for distribution.

The grand total of pupils in schools elementary, secondary and higher, public and private, for the year ending June 30, 1901, was 17,299,230 pupils, the same being an increase of 278,520 pupils over the previous year. Of this number the enrollment of pupils in institutions supported by general and local taxes furnished by States and municipalities was 15,710,394, as against 15,443,462, the number reported for the previous year.

Besides the enrollment in schools and colleges that furnish a general education there were certain special institutions of various degrees of educational character, including city evening schools, business schools, schools for Indians, reform schools, schools connected with asylums, schools for cookery, and other special trades and vocations—these special schools enrolling nearly half a million pupils. Adding the enrollment in these special schools to that for general education, the aggregate is something over seventeen and three-quarter millions of our population that received education for a longer or shorter period during the year ending June 30, 1901.

The value of property used for public school purposes has arisen to \$576,963,089 from \$130,380,008 in 1870, and the expenditures for the common schools (including elementary and secondary schools, but excluding all institutions for higher education) amounted to \$226,043,236, having risen to this sum from \$63,396,666 in 1870. In 1870 the expenditure for schools per capita of the population was \$1.64; the past year it was \$2.93 per capita of the population, this sum being the highest that it has ever been. It was an increase of 10 cents to each man, woman, and child over the year previous.

The amount expended for education per capita of course varies very much with different States, that in the mining regions being much larger than that in the agricultural regions, and that in the States that have the most urban population greater than that in the States which have the larger rural population. For instance, the amount expended per capita amounted to \$4.65 in California, \$5.30 in Nevada, \$5.18 in Colorado, \$4.93 in Massachusetts, and \$4.60 for the State of New York. The rural populations expend generally less per capita, and two States with an almost exclusively rural population expended the one only 50 cents and the other only 51 cents per capita for education.

With the increase of wealth and the growth of villages and cities the schools continue in session a longer term and the system becomes more complete by the addition of high schools to the elementary (district) schools. The number of high schools supported by public taxes had arisen in 1901 to the number of 6,318, the same being an increase of 313 over the previous year. In 1890 the high schools numbered only 2,526. The increase of these schools which give secondary education is noteworthy in the Southern States; the South Atlantic States had only 115 high schools in 1890, but in 1901 the number had increased to 466; the South Central States had 158 high schools in 1890, and the number in 1901 had increased to 746.

The average number of days attended by each pupil of the entire number enrolled was for the past year 99 days, as against 74½ days in 1870—an increase of 24½ days, or about one-third. With this growth of villages and cities, better buildings are furnished and more professional teachers employed and higher wages paid. But the average monthly wages for male teachers has increased only 18 cents since 1895, and the average monthly wages of women has decreased \$1.07 since the same period. In the items of expenditure for public schools the amount paid for salaries of teachers is the most considerable, being 63 per cent of the whole; about 18 per cent is given for buildings and sites, and 19 per cent for all other purposes.

The entire income for public schools, reported at \$234,967,919, has increased from \$143,194,806 for 1890. It is interesting to note that of this vast sum only 4 per cent is derived from permanent funds and rents of property held for income. Sixteen per cent comes from State taxes and 68½ per cent from local taxes, and about 11 per cent from all other sources.

I have encouraged the preservation of the local history of the beginnings of education in the several States and Territories and published many sketches in past years of these beginnings in the different parts of the country, and the other articles in the same line which they have called forth will make it possible to write at some future time the history of the evolution of the school system of the United States. What we call our school system includes, on the one hand, the public schools—that is to say, the schools which are supported by public taxes—and, on the other hand, the private schools—

those supported and managed by private individuals, private corporations, church associations, etc. The schools under private control contain one-tenth, more or less, of the pupils enrolled in the entire school system. In the early periods of most of the States the private schools enrolled the larger part of the pupils. Private initiative counts for more than that of municipal and State governments at first in the schools. The account of the beginnings of educational history, therefore, deals largely with the lives of patriotic and philanthropic individuals.

During the past year this office has continued the publication of the histories of higher education in the several States in small editions of 1,000 copies each, as follows: West Virginia, Minnesota, Nebraska, and Pennsylvania; and the following are in the hands of the Public Printer, but have not yet been delivered: Maine, Colorado, and Texas.

The following is a complete list of these contributions to the history of higher education, with the dates of publication:

- No. 1. William and Mary College, 1887.
- No. 2. Thomas Jefferson and the University of Virginia, 1888.
- No. 3. History of Higher Education in North Carolina, 1888.
- No. 4. History of Higher Education in South Carolina, 1888.
- No. 5. History of Higher Education in Georgia, 1888.
- No. 6. History of Higher Education in Florida, 1888.
- No. 7. History of Higher Education in Wisconsin, 1888.
- No. 8. History of Higher Education in Alabama, 1889.
- No. 9. Federal and State Aid to Higher Education, 1890.
- No. 10. History of Higher Education in Indiana, October, 1891.
- No. 11. History of Higher Education in Michigan, January, 1892.
- No. 12. History of Higher Education in Ohio, April, 1892.
- No. 13. History of Higher Education in Massachusetts, February, 1892.
- No. 14. History of Higher Education in Connecticut, May, 1894.
- No. 15. History of Higher Education in Delaware, January, 1894.
- No. 16. History of Higher Education in Tennessee, September, 1894, and October, 1901.
- No. 17. History of Higher Education in Iowa, May, 1894.
- No. 18. History of Higher Education in Rhode Island, December, 1894.
- No. 19. History of Higher Education in Maryland, January, 1895.
- No. 20. History of Higher Education in Louisiana, September 21, 1898.
- No. 21. History of Higher Education in Missouri, April and October, 1900, and May, 1902.
- No. 22. History of Higher Education in New Hampshire, October, 1898.
- No. 23. History of Higher Education in New Jersey, September, 1899.
- No. 24. History of Higher Education in Mississippi, January, 1900.
- No. 25. History of Higher Education in Kentucky, April, 1900.
- No. 26. History of Higher Education in Arkansas, December, 1900.
- No. 27. History of Higher Education in Kansas, December, 1900.
- No. 28. History of Higher Education in New York, December, 1900.
- No. 29. History of Higher Education in Vermont, January, 1901.
- No. 30. History of Higher Education in West Virginia, May, 1902.
- No. 31. History of Higher Education in Minnesota, May, 1902.
- No. 32. History of Higher Education in Nebraska, May, 1902.
- No. 33. History of Higher Education in Pennsylvania, May, 1902.

TABLE I.—Common-school statistics of the United States.

	1869-70.	1879-80.	1889-90.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.
I.—General statistics.									
Total population	b 88,558,371	b 50,155,783	b 62,622,250	c 70,127,242	c 71,445,273	c 72,792,617	c 74,178,966	b 75,602,515	c 77,262,743
Persons 5 to 18 years of age	b 12,055,443	b 15,065,767	b 18,543,201	c 20,194,310	c 20,484,160	c 20,782,210	c 21,090,070	b 21,404,322	c 21,897,078
Pupils enrolled (duplicates excluded)	6,871,532	9,867,505	12,722,581	14,498,966	14,823,059	15,103,874	15,176,219	15,465,010	15,603,451
Per cent of total population enrolled	17.82	19.67	20.32	20.82	20.75	20.75	20.75	20.46	20.20
Per cent of persons 5 to 18 years of age enrolled	57.00	65.50	68.61	71.80	72.36	72.68	71.96	72.25	71.26
Average daily attendance	4,077,347	6,144,143	8,153,635	9,781,475	10,052,458	10,356,458	10,328,396	10,596,511	10,692,091
Relation of same to enrollment (per cent)	59.3	62.3	64.1	67.5	67.8	68.6	68.1	68.5	68.5
Average length of school term (days)	132.2	130.3	134.7	140.5	142.0	143.0	143.0	144.5	142.2
Total number of days attended by all pupils	539,053,423	800,719,970	1,098,232,725	1,374,732,374	1,427,402,478	1,480,466,644	1,477,016,244	1,531,566,784	1,542,074,301
Average number of days attended by each pupil 5 to 18 years of age	44.7	53.1	59.2	68.1	69.7	71.2	70.0	71.6	70.4
Average number attended by each pupil enrolled	78.4	81.1	86.3	94.8	96.3	98.0	97.3	99.0	98.8
Male teachers	77,529	122,795	125,525	130,373	131,221	132,257	131,207	126,144	125,941
Female teachers	122,966	163,798	238,397	269,923	273,757	278,556	283,065	296,463	306,063
Whole number of teachers	200,515	286,593	363,922	400,296	404,958	410,813	414,272	422,607	432,004
Per cent of male teachers	38.7	42.8	34.5	32.6	32.4	32.2	31.7	29.9	28.8
Average monthly wages of male teachers				\$47.37	\$44.62	\$45.16	\$45.25	\$46.53	\$47.55
Average monthly wages of female teachers				\$40.24	\$38.38	\$38.74	\$38.14	\$38.93	\$39.17
Number of schoolhouses	116,312	178,222	224,526	242,528	243,753	242,391	244,833	248,250	249,969
Value of all school property	\$130,883,008	\$209,571,718	\$342,531,791	\$459,581,087	\$477,321,190	\$495,912,048	\$523,679,998	\$549,693,145	\$576,963,089
II.—Financial statistics.									
Receipts:									
From State of permanent funds and rents				\$7,860,839	\$9,047,097	\$9,333,554	\$9,007,887	\$9,139,689	\$9,823,482
From State taxes				35,032,253	33,941,657	35,122,035	35,341,064	37,854,406	38,476,250
From local taxes				124,879,906	130,317,708	135,515,785	144,897,878	149,504,711	161,245,764
From all other sources				14,606,473	18,652,908	19,862,008	14,090,384	23,230,680	25,422,423
Total received				182,479,971	191,959,370	199,833,382	203,337,213	219,729,486	234,567,919
Per cent of total derived from—									
Income of permanent funds and rents				4.4	4.7	4.7	4.4	4.2	4.2
State taxes				18.4	17.7	17.6	17.4	17.2	16.4
Local taxes				67.9	67.9	67.8	71.3	68.0	68.6
All other sources				8.3	9.7	9.9	6.9	10.6	10.8
Expenditures:									
For sites, buildings, furniture, libraries, and apparatus				\$32,590,112	\$32,376,476	\$31,415,238	\$31,229,308	\$35,490,969	\$40,361,964

ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

7

For salaries of superintendents and teachers.....	\$87,882,566	\$55,942,972	91,886,484	117,189,841	119,810,503	124,192,270	129,845,873	137,560,050	142,776,168
For all other purposes.....			22,463,190	38,769,012	35,965,290	38,686,408	39,579,416	41,816,699	42,906,104
Total expended.....	\$87,882,566	\$55,942,972	91,886,484	117,189,841	119,810,503	124,192,270	129,845,873	137,560,050	142,776,168
Expenditure per capita of population.....	\$1.64	\$1.56	\$2.24	\$2.62	\$2.63	\$2.67	\$2.70	\$2.84	\$2.98
Expenditure per pupil (of average attendance):									
For sites, buildings, etc.....			\$3.21	\$3.33	\$3.22	\$3.03	\$3.03	\$3.35	\$3.77
For salaries.....	\$9.28	\$9.10	11.26	11.98	11.87	11.99	12.52	12.98	13.35
For all other purposes.....			2.76	3.45	3.58	3.74	3.83	3.96	4.02
Total expenditure per pupil.....	15.55	12.71	17.23	18.76	18.67	18.76	19.38	20.28	21.14
Per cent of expenditure devoted to—									
Sites, buildings, etc.....			18.6	17.8	17.3	16.2	15.6	16.5	17.8
Salaries.....	59.7	71.6	65.4	63.8	63.6	63.9	64.6	64.0	63.2
All other purposes.....			16.0	18.4	19.1	19.9	19.8	19.5	19.0
Average expenditure per day for each pupil (cents):									
For salaries.....	7.0	7.0	8.4	8.5	8.4	8.4	8.8	9.0	9.3
For all purposes.....	11.8	9.7	12.8	13.3	13.1	13.1	13.6	14.0	14.7

^a The figures for this year are subject to correction.^b United States census.^c Estimated.^d Several States are not included in this average.^e Including buildings rented.

TABLE II.—Number of pupils and students of all grades in both public and private schools and colleges, 1900-1901.

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania; *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida; *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Indian Territory, and Oklahoma; *North Central Division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas; *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).				Pupils receiving secondary instruction (high-school grades). ^a				Students receiving higher instruction.										
	Public.	Private (largely estimated).			Public. <i>b</i>	Private (in preparatory schools, academies, seminaries, etc.).			In universities and colleges. ^c				In schools of medicine, law, and theology. ^e				In normal schools. ^g		Total higher.
		2	3	4		5	Public. <i>d</i>	Private.	Total.	Public. <i>f</i>	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.	
1					6	7	8	9	10	11	12	13	14	15	16				
The United States..	15, 061, 721	1, 261, 672	558, 740	177, 260	36, 201	79, 070	115, 271	10, 360	50, 804	61, 164	43, 372	20, 030	63, 402	89, 333	149, 904				
North Atlantic Division...	3, 523, 087	526, 950	178, 322	55, 930	5, 442	30, 477	35, 919	205	17, 728	17, 933	15, 301	1, 030	16, 331	20, 948	49, 235				
South Atlantic Division...	2, 191, 195	111, 344	30, 569	28, 346	4, 352	10, 727	15, 079	1, 325	6, 228	7, 553	4, 197	1, 216	5, 413	9, 874	18, 171				
South Central Division...	2, 980, 594	162, 614	44, 886	32, 643	3, 642	11, 542	15, 184	1, 340	6, 919	7, 259	4, 261	2, 574	6, 835	9, 243	20, 085				
North Central Division...	5, 565, 725	403, 562	269, 830	49, 640	17, 382	23, 233	40, 615	6, 586	19, 164	25, 750	16, 363	15, 002	31, 365	40, 331	57, 399				
Western Division.....	801, 120	57, 202	35, 133	10, 701	5, 383	3, 091	8, 474	904	1, 765	2, 669	3, 250	208	3, 468	9, 537	5, 064				

^a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classified in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. XXXIX, vol. 2, Education Report, 1900-1901.

^b This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^d Mainly State universities and agricultural and mechanical colleges.

^e Including schools of dentistry, pharmacy, and veterinary medicine.

^f Mainly in schools or departments of medicine and law attached to State universities.

^g Nonprofessional pupils in normal schools are included in columns 4 and 5.

^h There are, in addition to this number, 30,755 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XXXVIII, vol. 2, Education Report, 1900-1901.)

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TABLE III.—Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1870.	1880.	1890.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900. ^a	1901. ^a
The United States ..	3.36	3.96	4.46	4.58	4.85	4.87	4.99	5.09	5.20	5.09	5.13	5.14
North Atlantic Division ..	5.06	5.69	6.05	6.13	6.41	6.52	6.67	6.84	6.95	6.90	6.98	6.94
South Atlantic Division ..	1.23	2.22	2.73	2.84	3.02	3.01	3.01	3.07	3.32	3.11	3.17	3.35
South Central Division ...	1.12	1.86	2.42	2.70	3.00	2.81	2.87	3.03	3.04	3.09	3.11	2.97
North Central Division ...	4.01	4.65	5.36	5.43	5.72	5.81	6.00	6.01	6.15	6.01	6.09	6.05
Western Division	3.50	4.17	4.57	5.17	5.29	5.62	5.66	5.90	5.85	5.42	5.53	5.61

^a Subject to correction.

TABLE IV.—The same, taking into account only the schooling furnished by public elementary and secondary schools.

	1870.	1880.	1890.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900. ^a	1901. ^a
The United States ..	2.91	3.45	3.85	4.05	4.28	4.35	4.43	4.53	4.63	4.55	4.59	4.58
North Atlantic Division ..	4.43	4.84	4.99	5.12	5.34	5.51	5.64	5.78	5.88	5.85	5.91	5.87
South Atlantic Division ...	0.80	1.90	2.42	2.55	2.76	2.73	2.74	2.79	3.05	2.83	2.88	3.04
South Central Division ...	0.80	1.57	2.20	2.44	2.68	2.53	2.59	2.75	2.76	2.81	2.83	2.69
North Central Division ...	3.71	4.19	4.67	4.88	5.14	5.26	5.35	5.40	5.51	5.41	5.48	5.48
Western Division	2.77	3.57	3.98	4.60	4.71	5.04	5.12	5.36	5.34	4.96	4.99	5.01

^a Subject to correction.

DIVISION OF CORRESPONDENCE AND RECORDS.

MAIL MATTER RECEIVED.

Letters	13, 718
Documents by mail	9, 260
Documents from other sources (including reports from Government Printing Office)	87, 150
Acknowledgments	29, 379
Statistical forms	13, 197
Periodicals (magazines, papers, etc.)	18, 413
Pieces of printed matter handled	157, 403

MAIL MATTER SENT OUT.

Letters, including acknowledgments	12, 681
Documents	94, 725

MISCELLANEOUS WORK.

Slips addressed for documents	56, 022
Pages indexed and sub-indexed	12, 832
Envelopes and wrappers cut	63, 815
Envelopes addressed	63, 681
Extra pages of typewriting	4, 200
Papers read and educational items clipped	2, 098
Registered packages received from Smithsonian Institution	62
Registered packages received from correspondents to the Bureau	47
Registered packages and letters sent out by the Bureau	132

ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION. 11

EXPENDITURE OF THE VARIOUS FUNDS FOR THE YEAR ENDED JUNE 30, 1902.

LIBRARY FUND (USED ONLY FOR SUBSCRIPTIONS).

Amount of the fund.....	\$250. 00
Amount expended for subscriptions.....	249. 92
Amount unexpended .....	. 08

DISTRIBUTING DOCUMENTS.

Amount of the fund for 1902	\$2, 500. 00
Expended for books, back numbers, etc.....	\$1, 975. 54
Expended for reprints of articles	524. 30
	2, 499. 84
Unexpended .....	. 16

COLLECTING STATISTICS.

Amount of the fund for 1902	\$2, 500. 00
Expended for manuscripts	\$1, 451. 98
Expended for traveling expenses	257. 84
Expended for press clippings.....	290. 00
	1, 999. 82
Unexpended, but covered by liabilities	500..18

DIVISION OF INTERNATIONAL EXCHANGE.

Work done during 1901-1902. .

I. INTERNATIONAL EXCHANGE.

Home journals examined, chiefly educational	6, 013
Foreign journals examined, educational and other	6, 206
Articles indexed on cards	6, 040
Batches clipped and filed	1, 060
Pages of scrapbook filled	576
Inquiries and replies received	707
Inquiries sent out	117
Inquiries answered in writing	376
Foreign letters received	332
Foreign letters sent	225
Letters translated	190
Inquiries answered orally to callers	530
Pages of book orders sent	48
Pages of notes made in examining foreign matter	475
Files examined	254
Pages of computation	853
Invoices, acknowledgments, and book lists checked	845
Pages of manuscript estimated and numbered	14, 000
Letters and cards of acknowledgment sent out.....	735
Pages of reports, weekly and summaries	294
Consultations with members of divisions and editorial corps.....	839
Pages of manuscript copied	2, 031
Pages of manuscript and typewriting compared.....	3, 060

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Addresses written and revised.....	1, 256
Printed matter mailed, packages and pamphlets	112
Sheets and diagrams ruled	79
Entertaining foreign visitors, holding copy, indexing files, arranging and keeping lists, instructing assistants, searching for material, giving lectures in university (18), and other miscellaneous work.	

II. RESEARCH, REVISION, AND COMPOSITION.

Books and pamphlets on education examined	2, 456
Reviews examined and articles briefed	700
Volumes examined in search of information	2, 014
Pages of manuscript examined	12, 985
Lists, files, and tables examined and revised	275
Pages of manuscript revised and edited	8, 878
Pages of replies composed	620
Statistical compilations	343
Catalogue and index cards revised	14, 320
Pages of translation made	1, 152
Pages of composition for Annual Report	1, 968
Pages of composition for other publications	203
Manuscripts briefed, pages	308
Tables, charts, and diagrams made	380
Proof sheets revised in galleys	540
Proof sheets revised in pages	1, 198
Proof sheets examined in pages, about	500

NOTE.—This division also performs the work detailed under the “foreign section” of the library and museum division.

III. LIBRARY WORK, FOREIGN SECTION.

Books received, entered, catalogued, and numbered	2, 356
Pamphlets disposed of, partly by exchange	1, 905
Catalogue cards made	3, 491
Order cards made	287
Pages of bulletins of new books received	136
Periodicals entered	5, 073
Cards classified and filed, about	5, 000
Books cut	305
Periodicals arranged in files, about	6, 000
Cards copied	2, 376
Cards compared, about	4, 500
Slips addressed	4, 056
Book titles abbreviated and alphabetized	486
Files and volumes arranged for bindery	290
Books arranged on shelves, about	3, 000

DIVISION OF STATISTICS.

About 850 pages of the second volume of the Education Report for the year 1900–1901 are filled with the statistics of education in the United States, in addition to some 20 pages devoted to statistical summaries of State school systems in the introductory part of the first volume. The work of collecting, tabulating, and summarizing this

information is done by the dozen clerks of the Statistical Division in charge of the statistician. To obtain the desired information this division during the scholastic year ending June 30, 1902, sent out 38,578 copies of forms of inquiry, 25 different schedules being necessary for the collection of the statistics usually tabulated. Each year blank forms are sent to all schools above the grade of elementary more than a month before the close of the scholastic year. To those not responding promptly a second blank is sent about the middle of June. A third request for information is mailed to delinquents in September, and in hundreds of instances a fourth request is necessary to elicit the desired information. The following table shows the different classes of institutions to which forms of inquiry were sent in 1900-1901, the number of questions asked, the number of schools of each class reporting, the number of requests it was necessary to mail to each class to procure the statistics, and finally references to the chapters of the Annual Report where the information is tabulated:

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed (about),	Where information is tabulated in Report for 1900-1901.
State systems	74	50	200	Vol. 1, introduction.
City systems	42	582	1,600	Chapter XXXIV, vol. 2.
City and village systems	20	473	1,000	Do.
Public high schools	46	6,318	18,000	Chapter XXXIX, vol. 2.
Private high schools	46	1,892	6,000	Do.
Normal schools	27	288	1,000	Chapter XXXVIII, vol. 2.
Universities and colleges	40	473	1,000	Chapter XXXV, vol. 2.
Colleges for women	22	132	500	Do.
Schools of technology	40	42	150	Do.
Agricultural colleges	45	65	300	Chapter XXXVII, vol. 2.
Medical schools	15	154	350	Chapter XXXVI, vol. 2.
Theological schools	13	150	350	Do.
Law schools	16	100	200	Do.
Dental schools	12	57	150	Do.
Schools of pharmacy	13	58	150	Do.
Veterinary schools	11	12	50	Do.
Schools for nurses	11	448	1,200	Do.
Manual-training schools	20	153	350	Chapter XL, vol. 2.
Commercial schools	18	407	1,500	Chapter XLI, vol. 2.
Schools for the colored race	33	238	600	Chapter XLII, vol. 2.
Institutions for the blind	29	39	100	Chapter XLIV, vol. 2.
Institutions for the deaf	31	118	300	Do.
Institutions for the feeble-minded	23	20	50	Do.
Reform schools	23	92	300	Chapter XLIII, vol. 2.
Public kindergartens	6	293	500	Chapter XXXIV, vol. 2.

The Statistical Division does considerable miscellaneous work, including a large part of the proof reading, in addition to the regular work of preparing and sending out schedules, tabulating the returns, and preparing the statistical summaries. The following statement will indicate the work of the division for the year ending June 30, 1902:

Statistical schedules sent out	38,578
Statistical returns received	13,197
Catalogues received and classified	7,208
Letters received, noted, and filed	1,019
Statistical returns examined and checked	15,758
Statistical returns prepared for tabulating	15,201

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Statistical forms tabulated, both sides	30, 874
Returns summarized	33, 886
Statistical tables compiled, sheets	1, 108
Statistical tables copied, sheets	862
Statistical returns compared with tables	14, 983
Computations made	45, 921
Catalogues examined for statistics	3, 348
Periodicals and reports examined	1, 412
Manuscript prepared, pages	1, 017
Manuscript edited and revised, pages	5, 748
Pages of Annual Report indexed	250
Proof read, galleys	1, 219
Proof revised, galleys	2, 088
Proof read, pages	3, 720
Proof revised, pages	2, 693
Corrections transferred, pages and galleys	8, 997
Duplicate proofs stamped, pages and galleys	13, 444
Official letters written	742
Envelopes addressed	42, 036
Forms and circulars dated and stamped	45, 169
Forms and circulars folded	45, 169
Envelopes filled and sealed	39, 251
Book slips addressed	15, 716
New lists made, names	16, 338
Books and catalogues arranged and shelved	10, 921
Printed reports, book pages, read for information	2, 554
Tables ruled, sheets	1, 610
Oral inquiries answered	762
Typewriting, copying, and comparing, pages	3, 872
Forms and cards arranged alphabetically	21, 749
Receipts for reports arranged	4, 500
Requests for catalogues, written	116
Forms examined for special statistics	11, 300

In the following pages Tables 1 to 10 present a statistical review of education in the United States condensed from the complete tables of the Annual Report:

COMMON SCHOOL STATISTICS, 1900-1901.

TABLE 1.—Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Estimated total population in 1901.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
United States.....	77,262,743	15,603,451	20.20	10,692,091	123,941	306,063	430,004
North Atlantic Division...	21,443,488	3,697,221	17.24	2,669,503	18,897	87,303	106,200
South Atlantic Division...	10,540,535	2,219,517	21.06	1,398,788	19,979	29,948	49,927
South Central Division...	14,259,344	3,022,905	21.20	2,008,060	28,713	35,845	64,558
North Central Division...	26,807,746	5,830,362	21.75	4,046,812	50,240	133,767	184,007
Western Division.....	4,211,630	833,446	19.79	568,928	6,112	19,200	25,312
North Atlantic Division:							
Maine.....	695,700	132,862	19.10	97,038	1,042	5,545	6,587
New Hampshire (1899-1900).....	411,538	65,688	15.96	47,276	244	2,496	2,740
Vermont.....	344,800	65,465	18.99	47,964	498	3,357	3,855
Massachusetts.....	2,856,000	468,188	16.39	371,048	1,214	12,408	13,622
Rhode Island.....	441,900	69,067	15.63	49,038	178	1,782	1,960
Connecticut.....	932,500	155,579	16.68	115,264	382	3,858	4,240
New York.....	7,410,000	1,242,416	16.77	873,157	5,147	30,444	35,591
New Jersey.....	1,934,000	336,432	17.40	221,273	998	6,563	7,561
Pennsylvania.....	6,417,000	1,161,524	18.10	847,445	9,194	20,850	30,044
South Atlantic Division:							
Delaware (1899-1900).....	184,735	36,895	19.98	25,300	210	621	831
Maryland.....	1,204,000	224,004	18.61	135,515	1,071	3,965	5,036
District of Columbia.....	284,100	47,431	16.70	36,672	164	1,119	1,283
Virginia (1898-99).....	1,833,300	358,825	19.58	203,136	2,909	5,927	8,836
West Virginia (1899-1900).....	958,800	232,343	24.23	151,254	4,095	2,972	7,067
North Carolina.....	1,914,000	431,358	22.54	253,019	3,808	4,179	7,987
South Carolina.....	1,361,000	285,206	20.96	208,114	2,536	3,278	5,814
Georgia.....	2,256,000	491,848	21.81	310,453	4,249	6,051	10,300
Florida.....	544,600	111,607	20.49	75,325	937	1,836	2,773
South Central Division:							
Kentucky.....	2,178,000	497,859	22.86	312,354	4,711	5,802	10,513
Tennessee (1899-1900).....	2,020,616	485,354	24.02	338,566	4,960	4,235	9,195
Alabama (1899-1900).....	1,828,697	376,423	20.59	297,805	1,977	4,601	6,578
Mississippi (1898-99).....	1,522,900	360,177	23.65	201,593	3,216	4,940	8,156
Louisiana.....	1,411,000	198,896	14.10	140,242	1,346	2,925	4,271
Texas.....	3,145,000	659,598	21.64	438,779	7,135	8,239	15,374
Arkansas.....	1,331,000	323,859	24.33	202,837	4,098	3,374	7,472
Oklahoma (1899-1900).....	398,331	99,602	25.01	63,718	1,004	1,339	2,343
Indian Territory.....	423,800	21,137	4.99	12,166	266	390	656
North Central Division:							
Ohio.....	4,198,000	829,857	19.76	610,622	10,297	15,993	26,290
Indiana.....	2,551,000	556,731	21.82	420,276	7,179	8,800	15,979
Illinois.....	4,985,000	963,634	19.33	756,558	6,897	19,632	26,529
Michigan.....	2,445,500	510,031	20.86	358,600	3,040	13,014	16,054
Wisconsin.....	2,103,000	446,247	21.22	278,803	2,243	10,913	13,156
Minnesota.....	1,804,000	403,041	22.34	239,462	2,207	9,025	11,232
Iowa.....	2,267,000	562,662	24.82	373,547	4,757	24,088	28,845
Missouri.....	3,153,000	711,720	22.57	458,986	5,892	10,268	16,160
North Dakota (1899-1900).....	319,146	77,686	24.34	43,560	1,178	2,905	4,083
South Dakota.....	419,100	100,590	24.00	64,770	1,050	3,390	4,440
Nebraska.....	1,083,000	285,415	26.35	182,589	1,840	7,645	9,485
Kansas.....	1,480,000	382,748	25.86	259,039	3,660	8,094	11,754
Western Division:							
Montana.....	281,600	42,400	16.21	25,900	191	1,030	1,221
Wyoming (1899-1900).....	92,531	14,512	15.68	9,650	89	481	570
Colorado.....	570,000	120,110	21.07	74,735	781	2,963	3,744
New Mexico.....	200,100	35,227	17.61	23,412	564	482	1,046
Arizona (1899-1900).....	122,931	16,504	13.42	10,177	109	290	399
Utah.....	284,800	76,531	26.88	53,560	537	994	1,531
Nevada.....	42,360	6,688	15.79	4,932	42	268	310
Idaho (1899-1900).....	161,772	36,669	22.67	21,962	331	729	1,060
Washington.....	543,000	123,391	22.72	81,400	1,073	2,796	3,869
Oregon (1899-1900).....	413,536	89,405	21.62	64,411	1,064	2,678	3,742
California.....	1,519,009	272,009	17.91	198,789	1,331	6,489	7,820

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TABLE 2.—Average number of days taught, salaries of teachers, value of school property, State and local taxation, 1900-1901.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public-school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Fe-males.				
1	2	3	4	5	6	7	8
United States.....	144.2	\$47.55	\$39.17	\$576,963,089	\$38,476,250	\$161,245,764	\$25,422,423
North Atlantic Division..	177.2	57.75	41.66	236,066,962	12,394,888	66,536,447	14,122,074
South Atlantic Division...	112.1	29.62	28.39	23,524,568	4,898,811	7,015,222	1,050,599
South Central Division...	96.4	42.36	34.47	27,004,428	8,000,592	4,879,136	1,312,162
North Central Division...	157.5	49.32	38.80	241,366,344	7,453,234	72,734,206	6,826,672
Western Division.....	143.0	62.36	51.93	49,000,787	5,728,725	10,080,753	2,110,916
North Atlantic Division:							
Maine.....	146.0	35.66	26.88	4,538,018	534,568	1,179,480	0
New Hampshire (1899-1900).....	147.65	54.11	28.60	4,524,480	55,519	997,667	51,326
Vermont.....	156.20	36.00	25.00	1,800,000	87,637	661,981	86,171
Massachusetts.....	185.0	140.94	52.75	48,979,719	108,750	13,800,359	123,105
Rhode Island.....	191.0	115.32	51.14	5,462,209	132,113	1,320,699	71,649
Connecticut.....	189.53	96.12	45.32	11,852,881	326,577	2,562,055	78,990
New York.....	177.0	.....	.....	87,292,414	3,500,000	26,451,363	8,245,437
New Jersey.....	183.0	91.87	52.88	17,494,842	2,399,724	4,079,945	38,520
Pennsylvania.....	165.6	44.14	38.28	54,122,399	5,250,000	15,482,898	5,428,876
South Atlantic Division:							
Delaware (1899-1900).....	170.1	36.60	34.08	1,043,997	89,432	175,735	25,030
Maryland.....	190.0	.....	.....	4,790,000	716,243	1,665,523	170,156
District of Columbia.....	176.0	94.48	64.31	4,352,531	0	1,516,411	0
Virginia (1898-99).....	119.4	32.09	26.39	3,336,166	964,282	943,346	55,463
West Virginia (1899-1900).....	106.0	.....	.....	3,966,601	360,652	1,560,846	134,633
North Carolina.....	76.1	24.92	22.53	1,335,658	953,661	15,949	150,136
South Carolina.....	86.6	25.96	23.20	990,000	678,522	142,459	147,056
Georgia.....	112.0	.....	.....	2,738,800	1,038,515	423,288	337,898
Florida.....	96.0	38.27	33.66	970,815	97,504	571,665	30,227
South Central Division:							
Kentucky.....	104.5	44.03	37.18	5,810,745	1,857,719	932,866	225,589
Tennessee (1899-1900).....	96.0	.....	.....	3,063,568	1,529,445	.....	150,388
Alabama (1899-1900).....	78.3	31.00	27.00	1,500,000	757,000	.....	195,000
Mississippi (1898-99).....	105.1	32.18	26.69	1,636,055	676,966	508,418	45,353
Louisiana.....	120.0	34.25	28.00	2,450,000	322,413	742,945	105,373
Texas.....	110.27	53.95	44.80	9,166,550	2,304,331	1,055,514	216,330
Arkansas.....	84.0	39.00	35.00	2,616,537	423,065	836,181	226,039
Oklahoma.....	95.3	31.93	26.20	760,973	129,653	442,773	144,647
Indian Territory.....	147.0	.....	.....	.....	0	360,439	3,443
North Central Division:							
Ohio.....	163.0	40.00	35.00	46,182,062	1,783,258	11,351,987	860,250
Indiana.....	152.0	63.40	42.40	25,000,000	1,592,390	5,813,603	45,289
Illinois.....	159.6	61.69	53.51	50,839,941	1,000,000	17,627,936	706,122
Michigan.....	163.0	48.60	36.54	20,404,388	0	5,932,794	879,418
Wisconsin.....	169.0	58.33	39.32	16,574,795	630,000	4,714,298	652,882
Minnesota.....	173.25	44.80	36.45	18,094,872	1,462,066	4,436,918	970,710
Iowa.....	160.0	41.53	30.68	18,223,749	0	8,410,034	1,057,079
Missouri.....	145.0	49.50	42.50	20,328,279	802,806	5,761,751	409,152
North Dakota (1899-1900).....	155.7	41.72	36.80	2,587,866	0	926,764	83,106
South Dakota.....	144.0	34.70	31.17	2,086,315	0	1,943,842	78,674
Nebraska.....	133.0	47.54	38.23	9,870,684	182,714	2,563,722	925,881
Kansas.....	128.3	42.90	35.85	11,173,393	0	3,850,557	158,109
Western Division:							
Montana.....	107.0	73.86	50.11	7,400,250	747,050	86,085	235,528
Wyoming (1899-1900).....	110.0	73.08	43.86	453,607	0	223,266	25,223
Colorado.....	148.5	50.60	46.29	6,779,094	0	2,661,587	391,301
New Mexico (1899-1900).....	148.0	.....	.....	1,239,153	402,698	37,245	0
Arizona.....	125.0	76.90	63.40	529,024	11,100	218,580	48,849
Utah.....	152.0	65.65	45.10	3,000,000	330,728	147,062	884,806
Nevada.....	155.0	99.65	59.72	284,563	0	84,343	0
Idaho (1899-1900).....	106.0	56.11	44.83	855,702	168,146	240,249	62,712
Washington.....	119.5	54.79	45.85	5,979,567	872,649	1,153,652	177,812
Oregon.....	116.6	44.46	35.53	3,440,670	0	1,002,476	163,407
California.....	165.02	85.10	65.81	19,039,167	3,196,354	4,226,209	121,278

TABLE 3.—*Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes, 1900-1901.*

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Average daily expenditure per pupil.
1	2	3	4	5	6	7
United States	\$40,361,964	\$142,776,168	\$42,905,104	\$226,043,236	\$2.93	<i>Cents.</i> 14.7
North Atlantic Division ...	19,618,277	51,191,503	18,675,865	89,485,645	4.17	18.9
South Atlantic Division ...	1,378,792	9,995,584	2,064,968	13,439,344	1.28	8.6
South Central Division ...	1,113,805	12,669,509	1,866,057	15,149,371	1.06	7.8
North Central Division ...	15,505,426	57,290,202	17,277,600	90,073,228	3.36	14.1
Western Division	2,745,664	11,629,370	3,520,614	17,895,648	4.25	22.0
North Atlantic Division:						
Maine	273,456	1,193,422	260,297	1,727,175	2.48	12.2
New Hampshire (1899-1900) ..	60,889	695,873	295,440	1,052,202	2.56	15.1
Vermont	202,081	671,236	232,832	1,106,099	3.28	14.8
Massachusetts	3,045,013	8,516,296	2,618,638	14,179,947	4.96	20.7
Rhode Island	263,629	1,040,870	325,460	1,629,959	3.69	17.1
Connecticut	532,930	2,078,266	780,690	3,391,886	3.64	15.5
New York	8,386,359	21,504,620	6,504,291	36,395,270	4.91	22.4
New Jersey	1,871,877	4,135,586	1,182,249	7,189,712	3.72	17.3
Pennsylvania	4,982,093	11,355,334	6,475,968	22,813,395	3.55	16.2
South Atlantic Division:						
Delaware (1899-1900) ..	79,306	279,556	94,808	453,670	2.46	10.5
Maryland	127,546	2,044,144	377,807	2,549,497	2.12	9.9
District of Columbia ..	349,663	877,103	258,905	1,485,671	5.23	23.0
Virginia (1898-99)	254,332	1,504,397	212,535	1,971,264	1.08	8.2
West Virginia (1899-1900) ..	259,291	1,229,191	520,641	2,009,123	2.10	12.5
North Carolina	61,689	867,082	224,149	1,152,920	.60	6.0
South Carolina	62,895	833,797	65,205	961,897	.71	5.3
Georgia	87,952	1,770,030	225,384	2,083,366	.92	6.0
Florida	96,118	590,284	85,534	771,936	1.41	9.7
South Central Division:						
Kentucky	252,964	2,362,129	236,558	2,851,651	1.30	8.7
Tennessee (1899-1900) ..	117,096	1,403,848	230,103	1,751,047	.87	5.4
Alabama (1899-1900) ..	923,464	923,464	923,464	923,464	.50	4.0
Mississippi (1898-99) ..	35,401	1,125,920	144,865	1,306,186	.86	6.2
Louisiana	60,036	1,011,376	165,235	1,236,647	.88	7.3
Texas	342,694	4,087,340	210,436	4,640,470	1.47	11.0
Arkansas	171,326	1,189,472	35,796	1,396,594	1.05	8.2
Oklahoma (1899-1900) ..	134,288	385,856	165,951	686,095	1.72	9.0
Indian Territory	180,104	177,113	357,217	357,217	.84	20.0
North Central Division:						
Ohio	1,721,853	9,322,948	3,201,085	14,245,886	3.39	14.2
Indiana	886,044	4,980,293	2,216,197	8,032,534	3.15	12.6
Illinois	3,455,229	12,004,285	3,571,949	19,031,463	3.82	15.8
Michigan	1,515,303	4,735,192	1,715,205	7,965,700	3.26	13.6
Wisconsin	854,240	3,909,534	1,117,699	5,881,473	2.80	12.5
Minnesota	1,747,462	3,918,778	581,038	6,247,278	3.46	15.1
Iowa	1,001,668	5,747,339	2,086,041	8,835,048	3.90	14.8
Missouri	1,569,849	4,907,411	1,382,898	7,860,158	2.49	11.8
North Dakota (1899-1900) ..	303,619	817,491	404,980	1,526,090	4.78	22.5
South Dakota	207,201	1,037,522	366,615	1,611,338	3.84	17.5
Nebraska	1,043,883	2,740,355	385,812	4,170,050	3.85	14.1
Kansas	1,199,075	3,219,054	248,081	4,666,210	3.15	14.0
Western Division:						
Montana	217,090	548,662	114,130	879,882	3.36	27.9
Wyoming (1899-1900) ..	27,597	180,386	45,568	253,551	2.74	22.7
Colorado	400,379	1,710,071	750,908	2,861,358	5.02	25.8
New Mexico	412,340	310,708	310,708	723,048	3.61	20.9
Arizona (1899-1900) ..	64,588	189,189	45,953	299,730	2.44	23.6
Utah	307,186	657,930	377,742	1,342,858	4.72	16.4
Nevada	6,458	163,280	26,064	195,802	4.62	25.6
Idaho (1899-1900)	75,190	271,990	52,863	400,043	2.47	17.2
Washington	705,449	1,298,358	295,506	2,299,313	4.23	23.6
Oregon	164,323	918,940	267,557	1,350,820	8.18	21.2
California	777,404	5,278,224	1,233,615	7,289,243	4.80	22.2

18 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

STATISTICS OF CITY SCHOOL SYSTEMS: 1900-1901.

TABLE 4.—Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.^a

Cities of—	Number of city school systems	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States	582	4,090,819	3,054,367	Days. 187.3	9,045	83,249	\$63,433,167	\$107,663,785
North Atlantic Division..	244	1,996,916	1,477,935	189.9	4,135	41,000	33,772,007	60,894,290
South Atlantic Division..	44	298,904	209,138	181.0	770	5,484	3,386,842	4,951,133
South Central Division ..	51	218,549	159,407	179.3	604	3,970	2,401,700	3,230,321
North Central Division ..	206	1,345,440	1,039,712	186.3	2,989	28,103	19,805,331	32,292,022
Western Division	37	231,010	168,175	186.3	547	4,692	4,067,287	6,296,019
North Atlantic Division:								
Maine.....	9	25,434	19,039	180.2	69	693	321,670	504,584
New Hampshire.....	9	21,175	14,983	173.8	59	468	278,238	423,873
Vermont.....	3	6,252	4,867	182.3	16	158	75,996	161,941
Massachusetts.....	57	355,582	289,710	191.1	914	8,089	6,574,107	11,501,042
Rhode Island.....	10	59,654	39,411	196.1	123	1,225	835,302	1,389,655
Connecticut.....	21	87,457	67,822	192.8	171	2,077	1,309,620	2,321,032
New York.....	53	808,816	584,138	190.4	1,551	16,077	16,356,674	28,824,349
New Jersey.....	28	190,613	132,948	191.4	308	3,784	2,535,050	4,444,385
Pennsylvania.....	54	441,933	325,019	187.2	924	8,429	5,485,350	11,323,429
South Atlantic Division:								
Delaware.....	1	11,019	8,476	194.0	8	264	132,061	388,637
Maryland.....	5	98,234	61,171	184.7	207	1,641	.....	.....
District of Columbia..	1	47,431	36,672	177.6	165	1,119	877,103	1,485,695
Virginia.....	10	41,457	31,455	183.5	105	640	369,399	478,807
West Virginia.....	4	14,416	9,428	182.0	43	300	141,746	241,517
North Carolina.....	8	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	4	14,718	10,260	181.7	29	181	91,340	116,251
Georgia.....	7	44,388	32,757	178.9	93	764	436,910	553,770
Florida.....	4	10,934	7,498	148.1	.....	.....	77,647	106,819
South Central Division:								
Kentucky.....	9	50,894	39,141	189.7	121	1,006	640,800	902,289
Tennessee.....	6	37,828	27,545	177.4	100	598	360,738	440,558
Alabama.....	6	14,901	10,650	171.7	38	258	142,125	166,574
Mississippi.....	4	8,196	.....	.....	18	151	.....	.....
Louisiana.....	3	34,598	24,983	183.5	43	834	407,290	529,745
Texas.....	17	55,335	40,001	172.6	226	867	625,632	882,418
Arkansas.....	4	13,283	9,343	174.0	49	185	119,565	160,916
Oklahoma.....	2	3,514	2,797	152.2	.....	.....	.....	.....
Indian Territory.....	0	0	0	0	0	0	0	0
North Central Division:								
Ohio.....	38	256,763	201,585	185.8	654	5,298	3,330,405	6,321,333
Indiana.....	24	101,422	80,779	183.9	315	2,263	1,460,373	2,213,718
Illinois.....	37	363,904	286,835	188.8	764	7,607	6,404,339	10,113,094
Michigan.....	28	137,667	101,164	188.8	254	2,855	1,738,879	3,053,723
Wisconsin.....	22	110,833	83,459	190.7	293	2,185	1,393,689	2,111,270
Minnesota.....	8	82,617	66,460	183.4	100	1,916	1,291,102	1,969,605
Iowa.....	21	73,264	57,876	180.4	142	1,778	935,885	1,573,966
Missouri.....	12	143,244	104,539	184.4	301	2,785	1,826,775	3,436,729
North Dakota.....	1	.....	.....	.....	.....	.....	.....	.....
South Dakota.....	1	2,227	1,707	180.0	4	52	27,590	54,537
Nebraska.....	3	30,595	23,084	181.8	38	634	436,790	765,958
Kansas.....	11	41,304	31,024	179.5	120	689	435,511	640,079
Western Division:								
Montana.....	4	13,163	9,601	177.3	19	288	237,872	353,150
Wyoming.....	2	.....	.....	.....	.....	.....	.....	.....
Colorado.....	9	45,861	30,159	183.5	88	858	803,188	1,414,831
New Mexico.....	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0
Utah.....	2	17,199	13,200	174.4	56	345	231,268	403,670
Nevada.....	0	0	0	0	0	0	0	0
Idaho.....	0	0	0	0	0	0	0	0
Washington.....	5	31,748	22,693	185.4	75	637	430,777	890,115
Oregon.....	2	14,074	10,953	184.4	55	294	228,286	351,835
California.....	13	105,165	78,769	190.4	249	2,216	2,095,893	2,828,487

^a Included also in Tables 1, 2, and 3.

STATISTICS OF SECONDARY EDUCATION, 1900-1901.

TABLE 5.—*Instructors and students in public high schools and in private high schools and academies.*

State or Territory.	Public high schools. ^a					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary students.		Num- ber.	Secondary. teachers.		Secondary students.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	6,318	10,786	10,992	224,584	317,146	1,892	4,211	5,564	53,813	54,408
North Atlantic Division ..	1,477	2,878	4,115	74,014	100,120	654	1,882	2,308	21,596	19,137
South Atlantic Division ..	466	686	579	11,283	17,089	377	692	850	9,778	9,618
South Central Division ..	746	1,081	755	17,228	25,083	377	583	723	9,745	9,982
North Central Division ..	3,290	5,458	4,896	109,114	155,523	355	741	1,269	9,470	11,894
Western Division	339	683	647	12,945	19,381	129	313	414	3,224	3,777
North Atlantic Division:										
Maine	151	166	176	3,609	4,910	33	53	95	1,140	1,320
New Hampshire	60	73	114	1,682	2,151	30	104	47	1,384	555
Vermont	61	68	90	1,572	2,075	17	35	47	573	613
Massachusetts	241	628	989	16,747	21,567	96	271	405	3,014	2,921
Rhode Island	21	76	92	1,498	2,053	13	35	65	332	338
Connecticut	74	148	232	3,677	4,720	62	140	215	1,378	1,557
New York	383	806	1,518	27,903	35,646	199	588	806	5,023	5,888
New Jersey	95	201	357	4,776	7,130	67	219	228	2,000	1,461
Pennsylvania	391	712	547	12,570	19,868	137	437	400	6,752	4,484
South Atlantic Division:										
Delaware	14	19	25	466	685	3	9	9	58	79
Maryland	52	93	70	1,722	2,238	45	128	171	1,071	1,369
District of Columbia ..	5	57	86	1,255	2,096	23	48	106	244	649
Virginia	73	87	112	1,718	2,728	78	169	143	1,881	1,646
West Virginia	32	55	32	650	1,221	15	25	51	567	662
North Carolina	28	35	25	551	745	103	170	151	3,476	2,356
South Carolina	99	132	79	1,851	2,462	28	45	55	728	739
Georgia	124	159	110	2,425	3,839	70	91	127	1,673	1,856
Florida	39	49	40	645	1,025	12	7	37	90	262
South Central Division:										
Kentucky	86	138	116	2,413	3,128	94	139	177	2,173	2,169
Tennessee	109	137	91	2,093	3,356	82	133	113	2,245	2,142
Alabama	74	102	92	1,669	2,570	37	50	65	974	882
Mississippi	102	112	104	1,796	2,645	43	57	76	1,116	1,006
Louisiana	34	55	62	1,834	1,460	28	33	80	442	745
Texas	261	419	227	6,678	9,423	62	111	153	1,791	2,177
Arkansas	62	90	39	1,295	1,841	22	44	37	769	604
Oklahoma	13	21	17	340	565	2	7	6	51	55
Indian Territory	5	7	7	110	95	7	9	16	184	202
North Central Division:										
Ohio	709	1,136	705	20,696	27,047	48	109	182	1,028	1,341
Indiana	390	747	395	11,343	15,412	29	78	128	1,071	1,375
Illinois	369	813	779	16,179	24,997	61	94	260	1,034	2,127
Michigan	299	481	657	12,394	17,128	21	29	107	446	832
Wisconsin	228	381	424	8,570	11,646	21	65	94	846	646
Minnesota	127	201	384	5,671	8,218	26	71	82	936	773
Iowa	346	492	636	12,163	17,474	39	66	109	1,025	1,287
Missouri	237	425	338	7,991	12,270	72	162	202	2,170	2,414
North Dakota	52	37	40	1,532	817	2	3	5	69	43
South Dakota	73	88	60	1,316	1,812	7	10	29	157	224
Nebraska	257	327	252	6,127	9,196	17	22	48	244	435
Kansas	223	330	226	6,132	9,506	12	32	23	444	397
Western Division:										
Montana	21	28	49	629	1,198	4	1	19	16	191
Wyoming	10	12	11	142	251	1	0	3	0	40
Colorado	49	134	126	2,596	3,903	6	8	15	70	172
New Mexico	7	17	7	128	154	5	8	5	98	35
Arizona	2	5	3	65	107	2	1	4	1	20
Utah	6	19	22	473	781	12	76	37	1,219	896
Nevada	12	15	11	212	303					
Idaho	7	10	7	184	237	4	6	11	59	91
Washington	74	104	69	1,469	2,223	15	25	41	265	378
Oregon	34	48	41	1,099	1,540	16	45	54	397	435
California	117	291	301	5,948	8,684	64	143	225	1,099	1,519

^a Included also in Table 1.

20 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

STATISTICS OF HIGHER EDUCATION, 1900-1901.

TABLE 6.—*Instructors and students in public and private normal schools of the United States:*

State or Territory.	Public normal schools.					Private normal schools.				
	Num-ber.	Teachers of normal students.		Students in normal course.		Num-ber.	Teachers of normal students.		Students in normal course.	
		Male.	Fe-male.	Male.	Fe-male.		Male.	Fe-male.	Male.	Fe-male.
1	2	3	4	5	6	7	8	9	10	11
United States	170	963	1,269	10,989	32,383	118	491	382	10,123	9,907
North Atlantic Division ..	59	341	554	3,015	12,286	6	78	75	270	760
South Atlantic Division...	25	107	136	1,065	3,132	27	45	72	440	776
South Central Division...	25	107	114	1,706	2,555	27	80	86	1,460	1,114
North Central Division...	42	311	362	4,570	11,793	56	284	143	7,944	7,058
Western Division	19	97	108	633	2,617	2	4	6	9	199
North Atlantic Division:										
Maine	6	9	26	199	876	.....	.....	.....	.....	.....
New Hampshire	1	3	5	2	120	.....	.....	.....	.....	.....
Vermont	3	6	12	29	204	.....	.....	.....	.....	.....
Massachusetts	10	47	80	113	1,775	3	2	25	0	207
Rhode Island	1	4	21	0	209	.....	.....	.....	.....	.....
Connecticut	4	13	43	6	625	.....	.....	.....	.....	.....
New York	16	91	179	1,111	4,315	1	69	49	150	443
New Jersey	3	14	30	56	773	.....	.....	.....	.....	.....
Pennsylvania	15	155	158	1,499	3,389	2	7	1	120	110
South Atlantic Division:										
Delaware .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	1	4	8	19	402	3	7	2	50	21
District of Columbia ..	2	0	16	17	181	2	0	8	0	32
Virginia	3	14	20	73	198	4	9	11	30	106
West Virginia	7	35	21	601	649	2	4	6	84	93
North Carolina	6	20	30	195	847	4	8	20	97	263
South Carolina	1	8	24	0	231	5	4	10	54	66
Georgia	3	17	14	117	560	5	10	12	98	162
Florida	2	9	3	43	64	2	3	3	27	33
South Central Division:										
Kentucky	3	10	4	99	190	8	17	16	444	343
Tennessee	1	16	17	270	280	8	19	26	597	452
Alabama	5	21	23	290	479	2	13	19	46	30
Mississippi	5	8	5	92	93	3	9	13	65	80
Louisiana	2	8	20	61	425	.....	.....	.....	.....	.....
Texas	4	23	31	590	670	2	7	2	185	71
Arkansas	1	5	2	36	22	4	15	10	173	138
Oklahoma	4	16	12	268	396	.....	.....	.....	.....	.....
Indian Territory	0	0	0	0	0	.....	.....	.....	.....	.....
North Central Division:										
Ohio	4	8	21	1	421	9	67	18	2,873	1,203
Indiana	2	23	13	600	772	9	62	49	2,190	2,290
Illinois	5	43	51	531	2,062	8	36	22	912	1,203
Michigan	3	40	44	449	1,309	2	1	2	75	97
Wisconsin	8	61	73	723	1,977	2	14	1	40	25
Minnesota	5	25	38	166	1,152	2	7	0	20	24
Iowa	4	35	27	586	1,670	9	34	18	571	748
Missouri	4	32	28	958	1,122	6	24	10	543	476
North Dakota	2	9	6	134	273	1	2	0	15	20
South Dakota	3	8	25	171	353	1	4	2	32	55
Nebraska	1	9	11	191	515	3	22	11	446	689
Kansas	1	18	25	60	137	4	11	10	227	228
Western Division:										
Montana	1	5	3	9	57	.....	.....	.....	.....	.....
Wyoming	0	0	0	0	0	.....	.....	.....	.....	.....
Colorado	1	12	10	45	126	1	3	5	7	176
New Mexico	2	11	9	15	61	.....	.....	.....	.....	.....
Arizona	2	5	4	5	48	.....	.....	.....	.....	.....
Utah	1	6	1	68	80	.....	.....	.....	.....	.....
Nevada	0	0	0	0	0	.....	.....	.....	.....	.....
Idaho	2	5	6	83	115	.....	.....	.....	.....	.....
Washington	2	8	11	70	222	.....	.....	.....	.....	.....
Oregon	4	16	12	123	272	.....	.....	.....	.....	.....
California	4	29	47	215	1,636	1	1	1	2	23

ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION. 21

TABLE 7.—*Instructors and students in coeducational colleges and universities and in colleges for men only, 1900-1901.*

State or Territory.	Number of institutions	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	
1	2	3	4	5	6	7	8	9	10	11
United States	473	9,826	1,975	34,606	16,577	61,125	19,959	3,944	1,509	\$22,789,054
North Atlantic Division ..	85	2,911	172	7,025	1,191	22,779	2,755	1,658	453	9,187,016
South Atlantic Division ..	72	1,097	198	4,172	1,993	6,446	886	481	35	2,015,910
South Central Division ..	84	1,019	375	6,572	4,282	6,925	2,461	148	68	2,061,615
North Central Division ..	192	3,953	1,038	14,129	7,438	20,771	11,356	1,462	774	7,865,045
Western Division	40	846	192	2,708	1,673	4,204	2,501	195	179	1,659,468
North Atlantic Division:										
Maine	4	92	3	0	0	834	226	13	0	249,627
New Hampshire	2	70	0	74	0	699	0	23	0	168,000
Vermont	3	53	0	0	0	381	111	4	1	112,154
Massachusetts	9	497	7	498	21	4,049	506	470	29	2,015,134
Rhode Island	1	72	2	0	0	624	154	43	41	192,529
Connecticut	3	228	0	0	0	2,214	56	236	49	896,697
New York	23	980	77	4,148	472	6,042	850	604	299	3,468,519
New Jersey	5	158	4	314	46	1,500	0	111	0	390,314
Pennsylvania	35	761	79	1,991	652	6,436	852	154	34	1,694,042
South Atlantic Division:										
Delaware	2	23	2	27	9	104	11	2	0	50,334
Maryland	10	257	19	548	59	939	136	169	0	359,628
District of Columbia ..	7	183	5	585	37	562	142	182	17	416,982
Virginia	11	132	12	386	98	1,225	43	56	0	343,717
West Virginia	3	61	15	310	87	216	50	12	11	142,021
North Carolina	14	174	26	754	442	1,388	139	44	3	243,774
South Carolina	9	87	22	728	583	801	88	11	3	125,977
Georgia	11	105	52	579	354	1,052	172	5	0	262,416
Florida	5	75	45	285	324	159	105	0	1	71,061
South Central Division:										
Kentucky	12	138	48	1,421	681	1,100	325	13	2	311,589
Tennessee	24	303	119	1,757	1,206	1,688	709	72	12	592,959
Alabama	9	82	17	315	301	913	237	6	0	163,793
Mississippi	4	54	8	250	130	537	63	8	4	71,150
Louisiana	8	114	56	764	813	890	217	10	27	267,382
Texas	16	214	74	1,119	477	1,293	582	36	23	381,387
Arkansas	8	83	27	633	393	447	307	2	0	139,055
Oklahoma	1	25	3	163	166	47	11	1	0	128,000
Indian Territory	2	6	23	150	115	10	10	0	0	6,300
North Central Division:										
Ohio	34	672	148	2,589	1,415	3,517	1,947	88	58	1,383,729
Indiana	13	265	44	742	202	2,221	735	65	40	397,944
Illinois	31	781	175	2,218	1,147	3,995	2,736	754	362	2,098,578
Michigan	9	259	49	563	210	1,611	977	70	41	714,333
Wisconsin	9	268	44	600	135	2,024	658	80	37	660,862
Minnesota	9	255	48	1,054	282	1,433	856	128	56	551,235
Iowa	25	441	157	1,625	1,079	1,625	1,135	71	48	584,489
Missouri	24	384	152	2,165	1,209	1,872	741	82	24	631,145
North Dakota	3	51	21	134	50	75	34	0	1	58,476
South Dakota	5	68	44	394	419	163	111	1	0	78,831
Nebraska	10	213	70	1,098	768	1,010	751	84	67	372,419
Kansas	20	296	86	947	522	1,225	675	39	40	333,004
Western Division:										
Montana	2	23	18	120	122	35	29	0	0	55,565
Wyoming	1	26	6	40	57	44	9	1	1	61,467
Colorado	4	111	21	467	304	363	338	14	4	161,376
New Mexico	1	9	5	26	45	8	3	1	0	15,885
Arizona	1	17	11	108	70	34	13	0	0	57,737
Utah	2	62	7	486	207	90	25	0	0	95,139
Nevada	1	18	6	39	57	108	95	2	1	78,738
Idaho	1	14	4	76	35	88	51	0	0	102,200
Washington	7	91	39	410	210	472	168	17	12	132,600
Oregon	8	81	24	302	241	326	238	8	6	99,797
California	12	394	51	634	325	2,636	1,532	152	155	798,964

TABLE 8.—*Instructors and students in schools of technology and institutions conferring only the B. S. degree, 1900-1901.*

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11
United States	42	1, 270	129	2, 697	778	10, 257	1, 088	146	68	\$6, 785, 236
North Atlantic Division	10	406	12	47	51	2, 696	84	30	3	1, 256, 897
South Atlantic Division	8	230	3	271	83	2, 085	9	34	0	3, 696, 151
South Central Division	5	114	3	730	83	1, 117	46	16	6	310, 165
North Central Division	11	361	70	1, 030	282	3, 412	652	54	47	1, 050, 469
Western Division	8	159	41	619	279	947	297	12	7	471, 554
North Atlantic Division:										
Maine										
New Hampshire	1	27	0	11	2	76	4	1	1	78, 832
Vermont										
Massachusetts	3	233	2	0	0	1, 678	44	23	0	487, 345
Rhode Island	1	18	8	32	11	46	12	1	2	57, 900
Connecticut	1	16	1	4	0	51	19	5	0	65, 219
New York	3	89	1	0	38	604	5	0	0	506, 257
New Jersey	1	23	0	0	0	241	0	0	0	61, 344
Pennsylvania										
South Atlantic Division:										
Delaware										
Maryland	1	65	0	0	0	281	0	0	0	3, 194, 085
District of Columbia										
Virginia	2	53	0	0	0	615	0	19	0	136, 057
West Virginia										
North Carolina	2	39	3	89	83	310	9	10	0	81, 611
South Carolina	2	43	0	82	0	516	0	5	0	178, 898
Georgia	1	30	0	100	0	363	0	0	0	106, 500
Florida										
South Central Division:										
Kentucky										
Tennessee										
Alabama	1	31	0	55	0	335	5	11	6	70, 597
Mississippi	2	40	0	581	33	295	12	3	0	120, 771
Louisiana										
Texas	1	26	0	0	0	380	0	2	0	68, 430
Arkansas										
Oklahoma	1	17	3	94	50	107	29	0	0	50, 367
Indian Territory										
North Central Division:										
Ohio	1	23	0	0	0	266	0	1	0	71, 000
Indiana	2	84	8	0	0	1, 066	73	17	13	205, 198
Illinois	1	45	2	273	65	226	2	0	0	130, 000
Michigan	2	68	9	0	0	593	116	5	3	261, 883
Wisconsin										
Minnesota										
Iowa	1	49	19	175	41	602	141	16	4	109, 201
Missouri										
North Dakota	1	20	6	115	60	15	8	2	0	85, 602
South Dakota	2	34	5	211	54	191	80	3	5	92, 585
Nebraska										
Kansas	1	38	21	256	62	453	232	10	22	96, 000
Western Division:										
Montana	1	15	8	85	60	54	18	1	2	72, 118
Wyoming										
Colorado	2	37	3	81	20	375	48	1	0	136, 758
New Mexico	2	22	9	128	61	29	20	1	0	55, 033
Arizona										
Utah	1	26	7	202	78	65	35	0	0	72, 563
Nevada										
Idaho										
Washington	1	36	9	123	60	143	30	5	0	74, 816
Oregon	1	23	5	0	0	281	146	4	5	60, 276
California										

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TABLE 9.—*Instructors and students in colleges and seminaries for women which confer degrees, 1900-1901.*

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
1	2	3	4	5	6	7	8
United States.....	132	659	1,733	7,497	15,977	304	\$3,685,322
North Atlantic Division.....	19	289	436	1,123	5,124	166	1,812,408
South Atlantic Division.....	46	196	509	2,178	4,969	70	748,810
South Central Division.....	46	106	476	2,748	4,246	49	581,788
North Central Division.....	19	60	271	1,218	1,574	18	460,766
Western Division.....	2	8	41	230	64	1	81,550
North Atlantic Division:							
Maine.....	2	11	11	253	14	8	16,980
New Hampshire.....							
Vermont.....							
Massachusetts.....	5	152	186	9	2,835	90	795,335
Rhode Island.....							
Connecticut.....							
New York.....	5	68	135	494	1,431	13	707,093
New Jersey.....							
Pennsylvania.....	7	58	104	367	844	55	293,000
South Atlantic Division:							
Delaware.....							
Maryland.....	5	35	76	254	686	6	125,083
District of Columbia.....							
Virginia.....	10	45	87	386	855		130,079
West Virginia.....	2	2	14	81	65	0	14,200
North Carolina.....	9	29	113	587	833	14	139,215
South Carolina.....	9	37	93	256	1,151	12	133,633
Georgia.....	11	48	126	614	1,379	38	206,600
Florida.....							
South Central Division:							
Kentucky.....	10	20	94	417	784	18	87,691
Tennessee.....	10	33	119	575	1,132	13	165,200
Alabama.....	7	13	64	314	503	11	47,551
Mississippi.....	10	19	125	872	1,147	3	169,957
Louisiana.....	3	6	18	148	121	2	16,060
Texas.....	5	14	47	378	493	2	85,329
Arkansas.....	1	1	9	44	66	0	10,000
Oklahoma.....							
Indian Territory.....							
North Central Division:							
Ohio.....	3	7	62	173	202	2	70,584
Indiana.....							
Illinois.....	3	5	43	155	336	1	113,041
Michigan.....							
Wisconsin.....	1	2	20	169	56	0	57,172
Minnesota.....	1	0	11	76	6	0	7,925
Iowa.....							
Missouri.....	10	44	121	552	954	15	190,587
North Dakota.....							
South Dakota.....							
Nebraska.....							
Kansas.....	1	2	14	93	20	0	21,507
Western Division:							
Montana.....							
Wyoming.....							
Colorado.....							
New Mexico.....							
Arizona.....							
Utah.....							
Nevada.....							
Idaho.....							
Washington.....							
Oregon.....							
California.....	2	8	41	230	64	1	81,550

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TABLE 10.—Summary of statistics of professional schools for 1900-1901.

State or Territory.	Theological.			Law.			Medical.		
	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.
1	2	3	4	5	6	7	8	9	10
United States.....	150	988	7,567	100	1,106	13,642	154	4,752	26,757
North Atlantic Division..	51	419	2,999	17	279	4,492	25	1,076	6,359
South Atlantic Division..	20	124	974	20	144	2,109	22	501	3,361
South Central Division...	14	69	566	17	107	794	23	467	4,660
North Central Division...	59	348	2,938	39	496	5,720	71	2,325	11,178
Western Division.....	6	28	90	7	80	527	13	383	1,199
North Atlantic Division:									
Maine.....	2	13	45	1	11	39	2	35	123
New Hampshire.....							1	16	118
Vermont.....							1	27	155
Massachusetts.....	8	77	496	3	60	1,226	4	165	1,138
Rhode Island.....				1	14	31			
Connecticut.....	3	38	163	1	30	213	1	26	133
New York.....	15	135	982	7	121	2,363	10	507	2,196
New Jersey.....	5	32	424						
Pennsylvania.....	18	124	909	4	43	620	6	300	2,496
South Atlantic Division:									
Delaware.....									
Maryland.....	6	59	500	3	34	322	8	222	1,497
District of Columbia..	3	17	124	6	72	1,102	4	99	544
Virginia.....	3	18	164	3	12	299	3	83	597
West Virginia.....				1	3	115			
North Carolina.....	3	10	41	3	7	156	3	21	175
South Carolina.....	3	12	43	1	1	29	1	20	94
Georgia.....	2	8	102	3	15	86	3	56	454
Florida.....									
South Central Division:									
Kentucky.....	3	20	281	3	12	82	6	137	1,259
Tennessee.....	7	37	212	8	57	316	8	155	2,096
Alabama.....	3	9	64	1	2	57	2	44	214
Mississippi.....				2	14	68			
Louisiana.....	1	3	9	1	5	78	2	27	425
Texas.....				1	7	172	4	89	426
Arkansas.....				1	10	21	1	15	240
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	12	74	410	6	64	834	12	345	1,406
Indiana.....	3	22	111	6	50	577	4	124	415
Illinois.....	15	105	1,162	9	149	1,086	14	670	3,579
Michigan.....	4	13	87	2	47	988	7	205	1,138
Wisconsin.....	4	27	182	2	11	304	2	77	276
Minnesota.....	8	43	304	2	31	506	3	109	492
Iowa.....	5	24	188	3	22	482	5	112	706
Missouri.....	5	26	433	5	82	600	18	520	2,580
North Dakota.....									
South Dakota.....									
Nebraska.....	1	6	17	2	26	199	3	85	358
Kansas.....	2	8	44	2	14	142	3	78	228
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	1	3	3	2	39	98	4	120	240
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....									
Washington.....				1	14	57			
Oregon.....	1	4	31	2	11	50	2	38	89
California.....	4	21	56	2	16	322	7	225	870

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General summary of statistics of professional and allied schools for 1900-1901.

Class.	Schools.	Instructors.	Students.	Graduates.
Theological.....	150	988	a 7,567	1,585
Law.....	100	1,106	b 13,642	3,666
Medical.....	154	4,752	26,757	5,472
Dental.....	57	1,184	8,308	2,311
Pharmaceutical.....	58	522	4,429	1,373
Veterinary.....	12	189	461	109
Nurse training.....	448		11,599	3,710
Total.....	979	8,741	72,763	18,226

a 181 of these were women.

b 170 of these were women.

Summary of statistics of medical schools, by classes, for 1900-1901.

Class.	Schools.	Instructors.	Students.	Graduates.
Regular.....	123	3,876	24,199	4,903
Homeopathic.....	21	639	1,812	402
Eclectic and physiomedical.....	10	237	746	167
Total.....	154	4,752	26,757	5,472

Enrollment in special schools, 1900-1901.

City evening schools.....	203,000
Business schools.....	110,031
Schools for defectives.....	27,159
Reform schools.....	25,337
Government Indian schools.....	23,077
Indian schools (Five Civilized Tribes).....	11,590
Government schools in Alaska.....	1,963
Municipal schools in Alaska (estimated).....	1,393
Orphan asylums and other benevolent institutions (estimated).....	15,000
Private kindergartens (partly estimated).....	95,000
Miscellaneous (estimated).....	50,000
Total.....	563,550

The miscellaneous in the above table includes such institutions as schools of art, music, elocution, and oratory, as well as private evening schools and schools of various arts not elsewhere included.

DIVISION OF LIBRARY AND MUSEUM.

Books:

Cut.....	651
Entered.....	1,637
Labeled.....	6,745
Loaned.....	1,982
Numbered.....	1,889
Shelved.....	4,225
Reshelved.....	13,150
Stamped.....	1,183

Cards:

Alphabetized.....	13,105
Copied.....	1,703
Distributed.....	14,340
Revised.....	9,672

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Cards written:	
For card catalogue	10,518
On books	87,990
On books loaned	3,965
On magazines	2,007
On school journals	1,028
Other cards	1,000
Catalogues:	
Assorted	8,890
Filed	8,915
Numbered	8,084
Stamped	7,265
Copying (pages):	
Bibliography	1,164
Bulletin	198
Manuscript	1,367
Report of library division	212
Typewriting	1,169
General work (days):	
Answering inquiries	62
Bibliography	840
Card cases	99
Comparing	60
Loan cases	79
Research	300
Supervision	268
Indexing:	
Articles	1,443
Books	2,987
Books classed	4,061
Magazines	619
Pamphlets	2,244
School journals	738
Letters:	
Answered	517
Noted	514
Prepared	679
Written	571
Pamphlets:	
Assorted	9,032
Distributed	9,055
Filed	9,690
Numbered	8,155
Stamped	8,145
Periodicals:	
Assorted	11,007
Entered	7,222
Examined	7,278
Filed	9,922
Stamped	10,375
Miscellaneous:	
Books assorted	26,061
Books classified and marked	7,757

Miscellaneous—Continued.

Books wrapped	10,750
Catalogues shelved	11,256
Documents sent out	1,183
Duplicates sent out	5,300
Envelopes addressed	891
Envelopes folded	897
Manuscript compared	1,261
Oral inquiries answered	4,703
Pages of dictation	417
Periodicals filed	12,000
Reports compared with cards	4,527
Slips addressed	1,039
Translating, pages	334
Volumes prepared for bindery	90
Pages revised and compared	500

RÉSUMÉ.

Books arranged on shelves and classified	7,225
Books classed	4,061
Books cut	956
Books in library June 30, 1902	78,669
Books loaned	1,982
Books received, entered, catalogued, and numbered	3,993
Books reshelved	13,150
Books shelved	3,000
Bulletins of new books received (pages)	334
Cards classified and filed	19,340
Cards compared (about)	14,172
Cards copied	9,671
Catalogue cards made	14,009
Order cards made	1,288
Pamphlets disposed of, partly by exchange	12,205
Pamphlets in library June 30, 1902	124,700
Periodicals arranged in files	14,000
Periodicals entered	11,073
Slips addressed	5,095
Volumes disposed of, duplicates (educational reports, etc.)	10,000

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stat. L., 417), an annual appropriation of \$15,000 for the year ending June 30, 1890, and of \$1,000 additional for each subsequent year until said annual appropriation amounts to \$25,000, was made out of money arising from the sales of public lands, for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862."

The said act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of

the institutions receiving the benefits of the said act (secs. 2 and 3), and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

Frequent changes among the officers of some of the institutions render necessary a considerable amount of correspondence on the part of the Bureau to insure the expenditure of these funds for the purposes designated in the act authorizing the payment of the funds. During the year the reports received from the treasurers of the institutions endowed by the act approved August 30, 1890, were carefully examined, and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1903.

The amounts received by the several States and Territories from the passage of the act to the present time are given in the following tabular statement:

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—											
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Alabama.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000
Arizona.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Arkansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
California.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Colorado.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Connecticut.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Delaware.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Florida.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Georgia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Idaho.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Illinois.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Indiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Iowa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Kansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Kentucky.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Louisiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Maine.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Maryland.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Massachusetts.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Michigan.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Minnesota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Mississippi.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Missouri.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Montana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Nebraska.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Nevada.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New Hampshire.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New Jersey.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New Mexico.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New York.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
North Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
North Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Ohio.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Oklahoma.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Oregon.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Pennsylvania.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Rhode Island.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
South Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
South Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Tennessee.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890—Continued.

State or Territory.	Year ending June 30—											
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Texas.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000
Utah.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Vermont.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Virginia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Washington.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
West Virginia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Wisconsin.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Wyoming.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Total.....	650,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000	1,200,000

The reports of the presidents of the 65 institutions endowed by the act of Congress approved August 30, 1890, show these institutions to be in a flourishing condition. The total number of students reported in the agricultural and mechanical departments for the year ending June 30, 1901, was 29,950, of which number 23,872 are men and 6,078 women. Of the total number, 14,282 men and 2,202 women were enrolled in the regular college classes, 503 men and 123 women were pursuing graduate or advanced courses, and 3,214 men and 1,016 women were pursuing short or special courses. The enrollment in technical courses was as follows: Agriculture, 5,625; mechanical engineering, 4,570; civil engineering, 1,859; electrical engineering, 1,806; mining engineering, 865; chemical engineering, 393; textile engineering, 112; architecture, 191; household economy, 2,432; veterinary science, 984; dairying, 1,402; leaving 9,711 students in nontechnical courses. The number of students that graduated in 1901 was 3,423 men and 865 women, and the average age at graduation was 22 years.

The reports show that under the act of July 2, 1862, the several States have received from the General Government for the establishment of the institutions 10,320,843 acres of land, of which amount 9,260,271 acres have been sold. The invested funds derived from the sale of the lands amount to \$10,806,780, yielding an annual income of about 6.3 per cent. The value of the unsold lands (1,030,572 acres) is estimated by the presidents of the several institutions at \$6,301,000, or at an average rate of about \$6 per acre. In a number of the States last admitted into the Union none of the lands have been sold, as Congress specified \$10 per acre as the minimum sum for which such lands should be sold.

A number of the institutions have received additional lands from the General Government, the invested funds from such sources being reported as \$1,697,134.

The total income for the year was reported as \$7,325,604, of which amount \$3,073,736 was granted by the several States and Territories. The receipts from Federal sources were as follows: Under the act of August 30, 1890, \$1,200,000; act of July 2, 1862, \$682,690; from other land grants, \$54,446; making the total receipts from Federal sources \$1,937,136. The remainder of the income was derived from endowment funds other than those received from Federal and State sources, tuition and incidental fees, and miscellaneous sources. In addition to the above-mentioned receipts, the institutions received from the General Government \$681,000 for the support of the agricultural experiment stations connected with the institutions.

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The value of the property held by the institutions is reported as \$68,084,925, divided as follows:

Land-grant funds (act of July 2, 1862)	\$10, 806, 780
Unsold land (act of July 2, 1862)	6, 301, 000
Other land-grant funds	1, 697, 134
Other permanent funds	14, 690, 455
Farms and grounds	4, 540, 014
Buildings	20, 866, 618
Apparatus	1, 551, 766
Machinery	826, 491
Libraries	2, 009, 272
Miscellaneous equipment	4, 795, 395

Additions to the equipment amounting to \$1,932,058 were made during the year.

Instruction at farmers' institutes was given during the year at 1,162 institutes by 256 different members of the staffs of the agricultural and mechanical colleges. The time given to this work amounts to 2,613 days. The attendance at the institutes is estimated at 445,144

A considerable amount of aid by means of paid labor is given to students. The amount thus paid to students during the year is reported as \$160,477. Ten States make specific appropriations for such work amounting to \$27,500.

EDUCATION IN ALASKA.

This Bureau has maintained the past year, outside of incorporated towns, 27 public schools, with 33 teachers and an enrollment of 1,741 pupils.

On the 1st of April, 1902, the town of Douglas was incorporated and the schools of the village passed under the control of the local board of education. Besides those of Douglas, public schools have been maintained under the direction of local boards of education in the incorporated towns of Nome, Eagle, Valdez, Skagway, Juneau, Douglas, and Ketchikan.

The town of Nome (incorporated) received for school purposes \$42,738.26, while only \$35,902.41 was received for the 27 public schools outside of incorporated towns, and all of the other incorporated towns received much larger sums than the schools of corresponding character under control of this office. With these larger sums of money at their disposal they have been able to erect larger and more comfortable buildings, employ a larger number of teachers in proportion to the number of pupils, and pay them better salaries.

Complaints have been received at this office that the school boards at Juneau and Ketchikan (incorporated towns) have refused to receive native children of Indian or Eskimo descent into existing schools or open schools for them. The school board at Nome also neglected during the past year to make provision for the Eskimo children within their limits, although they had a school fund larger than they needed

for use, \$7,962 of the same being turned back into the city treasury and used for other municipal purposes.

"An act making further provision for a civil government for Alaska, and for other purposes," approved June 6, 1900, section 460, chapter 44, part 2 (31 Stat. L., 330), provides a tax on business and trade in the form of a license. In section 203, chapter 21, part 5, said act, provision is made whereby 50 per cent of said license money collected in incorporated towns shall be turned over to the treasury of said towns for school purposes.

By an amendment to the above section 203, approved March 3, 1901 it was provided that—

Fifty per cent of all license moneys that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska shall be set aside to be expended, within the discretion and under the direction of the Secretary of the Interior, for school purposes outside incorporated towns in said district.

In the application of this law the United States district courts of Alaska have taken "court expenses" from the license fund^a received from outside of incorporated towns.

In the requirements of a new country where courts are to be established at heavy expense, witnesses and jurors brought from long distances and kept under salary for long times, and jails erected, "court expenses" will greatly decrease the fund that Congress intended for the schools, and it is possible that years may come in which the schools will be crippled by the large amount consumed by "court expenses."

Under the provision of the license law there has been received from March 3, 1901, to June 30, 1902, for education in Alaska, outside of incorporated towns—

1901:	
October 29. Treasury warrant.....	\$1,327.58
1902:	
January 27. Treasury warrant	9,083.50
April 19. Treasury warrant	9,471.33
June 13. Treasury warrant.....	16,000.00
Total.....	35,882.41

^aSee reports by W. J. Hills and A. R. Heilig, clerks of the United States district court for the district of Alaska, divisions 1 and 2, in the Report of the Governor of the District of Alaska to the Secretary of the Interior, 1901, pages 79 and 80.

United States Statutes at Large, volume 31, page 324, section 7, provides:

"Each clerk in his division of the district perform the duties required or authorized by law to be performed by clerks of the United States courts in other districts * * *. He shall also receive all moneys collected from licenses, fines, forfeitures, or any other cases except from violations of the customs laws, and shall apply the same to the incidental expenses of the proper division of the district court and the allowance thereof as directed by the judge, and shall account for the same in detail and for any balances on account thereof to and under the direction of the Secretary of the Treasury."

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The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884.....	\$25,000. 00
Annual grants, school year—	
1886-87.....	15,000. 00
1887-88.....	25,000. 00
1888-89.....	40,000. 00
1889-90.....	50,000. 00
1890-91.....	50,000. 00
1891-92.....	50,000. 00
1892-93.....	40,000. 00
1893-94.....	30,000. 00
1894-95.....	30,000. 00
1895-96.....	30,000. 00
1896-97.....	30,000. 00
1897-98.....	30,000. 00
1898-99.....	30,000. 00
1899-1900.....	30,000. 00
1900-1901.....	30,000. 00

Expenditure for education outside of incorporated towns, Alaska, 1901-1902.

For one-half of license fees received from outside of incorporated towns in Alaska, March 3, 1901, to June 30, 1902.....	\$35,882. 41
Salaries of 4 officials.....	5,066. 12
Salaries of 33 teachers.....	17,192. 54
Supplies for 27 schools.....	2,420. 64
Fuel and lighting and janitor work.....	995. 40
Repairs.....	204. 53
Rent.....	369. 85
Traveling expenses.....	201. 40
Freight.....	27. 24
Balance for outstanding liabilities.....	9,404. 69
Total.....	35,882. 41

Historical table—Statistics of public schools in Alaska, 1892 to 1902—Continued.

Schools.	Length of school term and enrollment of pupils.											
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
<i>Western Alaska—Continued.</i>												
Karluk (natives).....							9	27	9	28		
Carmel.....												38
Belkofsky.....											5	41
												2
												39
<i>Arctic Alaska.</i>												
Kotzebue.....												59
Koerefsky:												<i>a</i> 75
No. 1.....												<i>a</i> 75
No. 2.....												
Nome.....	5	20	7	80	8	56	9	56	9	53	7	63
Port Clarence (natives).....					7	52	9	68	9	66	8	18
St. Lawrence Island.....							9	68	9	72	8	72
Cape Prince of Wales.....							9	104	7	132	8	82
Point Barrow.....									6	50	50	6
Circle City.....									8	68	48	50
Eaton Station.....												80
Teller.....									8	43	11	30
												16
												7
Total.....	794	1,197	807	1,080	1,080	1,197	1,197	1,395	1,250	1,369	1,723	1,681
												1,741

^a Report not yet received; estimated.^b Report of 1900-1901.

The local school committees as at present constituted are as follows:

Sitka: John G. Brady and Edward de Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Wrangell: Thomas Willson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; William H. Lewis (native Alaskan), appointed May 14, 1900.

Kadiak: Frederic Sargent, appointed July 22, 1893; Wm. J. Fisher and P. D. Blodgett, appointed March 21, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Levitt and F. C. Driffield, appointed January 23, 1901.

Saxman: James W. Young, W. L. Bunard, Rev. Edward Marsden (native Alaskan), appointed April 9, 1900.

Gravina: Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900, all of whom are native Alaskans.

INTRODUCTION OF REINDEER.

In the fall of 1901 a report was published in the newspapers that the Russian Government had prohibited the further exportation of reindeer from Siberia to Alaska. Lest this prohibition should interfere with the proposed purchases of this Bureau, a request was made through the proper official channels to the Russian Government to allow the purchase of 300 head during the summer of 1902. This request was granted with the proviso that payments for the reindeer should be made in coin instead of barter goods, as in former seasons.

When the revenue cutter *Bear* reached Baroness Korfg Bay, northern Kamchatka, Siberia, large herds of reindeer were found grazing in the vicinity, and the nomadic owners were ready to sell a large number. But when they learned that the ship had no flour, calico, tobacco, housekeeping utensils, etc., to exchange for their deer, having never had any money in circulation among them and being unacquainted with either its uses or value, they declined to trade, and but 30 deer were secured.

I would respectfully suggest that an attempt be made to secure from the Russian Government such a modification of the terms that hereafter the United States may use barter goods instead of the coin when purchasing reindeer from a people who have no knowledge of the use of coin.

While but 30 were secured this season on the Siberian coast, the increase in the herds in Alaska by the birth of 1,591 fawns shows a very rapid and encouraging gain in numbers. Another encouraging feature is revealed by the accompanying statistical table, that there are at present 60 individual holders of domestic reindeer in Alaska, of whom 44 are Eskimo, the majority of whom have served a five years' apprenticeship and gained a competent knowledge of the management and care of reindeer.

Inspection.—Last spring a communication was received from the collector of customs, Sitka, Alaska, calling attention to the law requiring that all animals imported from Asia shall be taken to San Diego, Cal., for inspection before being allowed to land in America, with the statement that this would apply to the reindeer being introduced into Alaska. As it would be impracticable to bring the reindeer from Siberia between 3,000 and 4,000 miles by sea to San Diego for inspection and then return them from 3,000 to 4,000 miles back again to Alaska (the distance across from Siberia to Alaska is from 50 to 150 miles), I would suggest that arrangements be effected with the Secretary of the Treasury by which an inspector could accompany the revenue cutter and inspect the reindeer before leaving the Siberian coast.

Employment.—During last winter an increasing number of miners secured one or two head each of trained reindeer for transportation purposes. So far as heard from, in almost every case the miners were pleased with the usefulness of the reindeer, and without doubt if there were a sufficient number of reindeer to be had at a reasonable cost they would be very generally adopted by the miners.

During the winter the mail between Nome and the new mining camp on Kotzebue Sound was carried successfully with reindeer teams.

Herd of reindeer.—The following table shows the number of fawns born during the spring of 1902, and the number of domestic reindeer in the nine herds in Alaska, July 1, 1902:

Number, distribution, and ownership of domestic reindeer in Alaska.

	Adults.	Fawns.	Total.
Point Barrow:			
Presbyterian Mission.....	109	29	138
Ahluik (Eskimo).....	83	35	118
Eloktun (Eskimo).....	78	30	108
Oyello (Eskimo).....	42	14	56
Tokpuk (Eskimo).....	18	7	25
Segevan (Eskimo).....	12	6	18
Pauseneo (Eskimo).....	11	7	18
Otpelle (Eskimo).....	12	8	20
Ungawiskok (Eskimo).....	7	4	11
Powun (Eskimo).....	7	5	12
Total	378	145	524
Kotzebue:			
Friends' Mission.....	95	40	135
A. Nilima (Finn).....	100	40	140
Total	195	80	275
Cape Prince of Wales:			
Mission (Congregational).....	421	421	(?) 842
George Orteu na (Eskimo).....	208	.....	208
James Krok (Eskimo).....	175	.....	175
Stanley Kivyearruk (Eskimo).....	166	.....	166
Thomas So kwee na (Eskimo).....	100	.....	100
Joseph E nung wo uk (Eskimo).....	35	.....	35
Frank I ya tung uk (Eskimo).....	30	.....	30
Peter I b l on o (Eskimo).....	18	.....	18
John Sinrok (Eskimo).....	5	.....	5
Harry Kar mun (Eskimo).....	4	.....	4
Ok ba ok (Eskimo).....	19	.....	19
E ra he ruk (Eskimo).....	18	.....	18
Total	1,199	421	1,620

ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION. 39

Number, distribution, and ownership of domestic reindeer in Alaska—Continued.

	Adults.	Fawns.	Total.
Gambell (St. Lawrence Island):			
Presbyterian Mission.....	116	34	150
Teller (Port Clarence):			
Norwegian Mission.....	160	61	221
Tautook (Eskimo).....	94	49	143
Dumak (Eskimo).....	48	29	77
Ablikak (Eskimo).....	70	55	125
Sekeoglook (Eskimo).....	27	41	68
Serawlook (Eskimo).....	11	.....	11
Erlingnuk (Eskimo).....	10	.....	10
Ahmahkdoolik (Eskimo).....	10	.....	10
Total.....	430	235	665
Golofnin:			
Swedish Mission.....	184	80	264
Constantin (Eskimo).....	21	6	27
Toktok (Eskimo).....	20	7	27
Mrs. Dexter (Eskimo).....	4	2	6
Nils Klemetsen (Lapp).....	100	.....	100
Total.....	329	95	424
Eaton (Unalaklik):			
Government.....	62	.....	62
Episcopal Mission.....	89	.....	89
O. O. Nahr (Lapp).....	127	54	181
Okibkoon (Eskimo).....	70	23	93
Tatpan (Eskimo).....	72	33	105
Nallagook (Eskimo).....	33	17	50
Moses (Indian).....	94	57	151
Stephen Ivanoff (Eskimo).....	20	13	33
Captain Walker, U. S. Army.....	1	.....	1
Swedish Mission.....	5	.....	5
A. T. Lindseth.....	3	.....	3
Mary Antisarlook (Eskimo).....	190	79	269
Kotook (Eskimo).....	23	12	35
Augalook (Eskimo).....	23	12	35
Sagoomuk (Eskimo).....	20	13	33
Aseebuk (Eskimo).....	20	11	31
Avogook (Eskimo).....	7	4	11
Ann Kravenik (Eskimo).....	8	3	11
Total.....	867	331	1,198
Nulato:			
Roman Catholic Mission.....	150	56	206
Kuskokwim:			
Moravian Mission.....	256	110	366
Nils P. Sara (Lapp).....	100	40	140
Per M. Spein (Lapp).....	95	44	139
Total.....	451	194	645
Grand total.....	4,116	1,591	5,707

Increase from 1892 to 1902.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Total from previous year.....	.....	143	323	492	743	1,000	1,132	1,877	2,538	2,792	4,022
Fawns surviving.....	.....	79	145	276	357	466	625	638	756	1,120	1,591
Purchased during summer.....	171	124	120	123	.....	.....	161	322	29	500	30
Imported from Lapland.....	.....	.....	.....	.....	.....	.....	144	.....	.....	.....	.....
Total October 1.....	171	346	588	891	1,100	1,466	2,062	2,837	3,323	4,412	5,643
Losses.....	28	23	96	148	100	334	185	299	531	390	.....
Carried forward.....	143	323	492	743	1,000	1,132	1,877	2,538	2,792	4,022	.....

α One hundred and eighty deer killed at Point Barrow for food; 66 lost or killed en route.

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Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia:

1894.....	\$6,000	1900.....	\$25,000
1895.....	7,500	1901.....	25,000
1896.....	7,500	1902.....	25,000
1897.....	12,000	1903.....	25,000
1898.....	12,500		
1899.....	12,500	Total.....	158,000

Expenditure of reindeer fund, 1901-1902.

Amount appropriated.....	\$25,000. 00
Salaries of employees.....	2,810. 03
Supplies for stations.....	4,498. 44
Freight.....	490. 33
Traveling expenses.....	800. 33
Photographs and electrotypes for report.....	7. 00
Expenses of Lieutenant Bertholf.....	1,523. 93
Transportation of deer.....	11,548. 55
Use of tug.....	150. 00
Balance of outstanding liabilities.....	3,173. 39
Total.....	25,000. 00

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Specialist in education as a preventive of pauperism and crime.—Arthur MacDonald, New York.

Specialist in Spanish-American educational systems.—Robert L. Packard, District of Columbia.

Clerk of class 4.—Agricultural college clerk.—Wellford Addis, Florida.

Clerk to Commissioner.—Charles E. Waters, Rhode Island.

Division of correspondence and records.—Mrs. Harriette F. Hovey, Illinois; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Mrs. E. V. D. Miller, Mississippi; Mrs. R. L. Foot, South Carolina.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Frederick E. Upton, New Jersey; James C. Boykin, Georgia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Henry E. Crouch, Tennessee; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; Miss Bertha Y. Hebb, Alabama; George F. Harley, Georgia; Mrs. Mary L.

Graham, Idaho, detailed from Pension Office; Miss Margaret S. Getty, Ohio; Benjamin T. Hunter, jr., Georgia.

Division of international exchange.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Francis Graham French, Maine; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. A. N. Chalker, New York.

Division of the library and museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Miss Sophie Nussbaum, New York; Mrs. Louise D. Goldsberry, Ohio; assistant messenger, John E. Patton, North Carolina.

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania.

Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; John R. Hendley, Kansas; George W. Cole, District of Columbia; Miss Marie H. Young, Virginia; Henry Turner, Virginia; Paul F. Crouch, Tennessee.

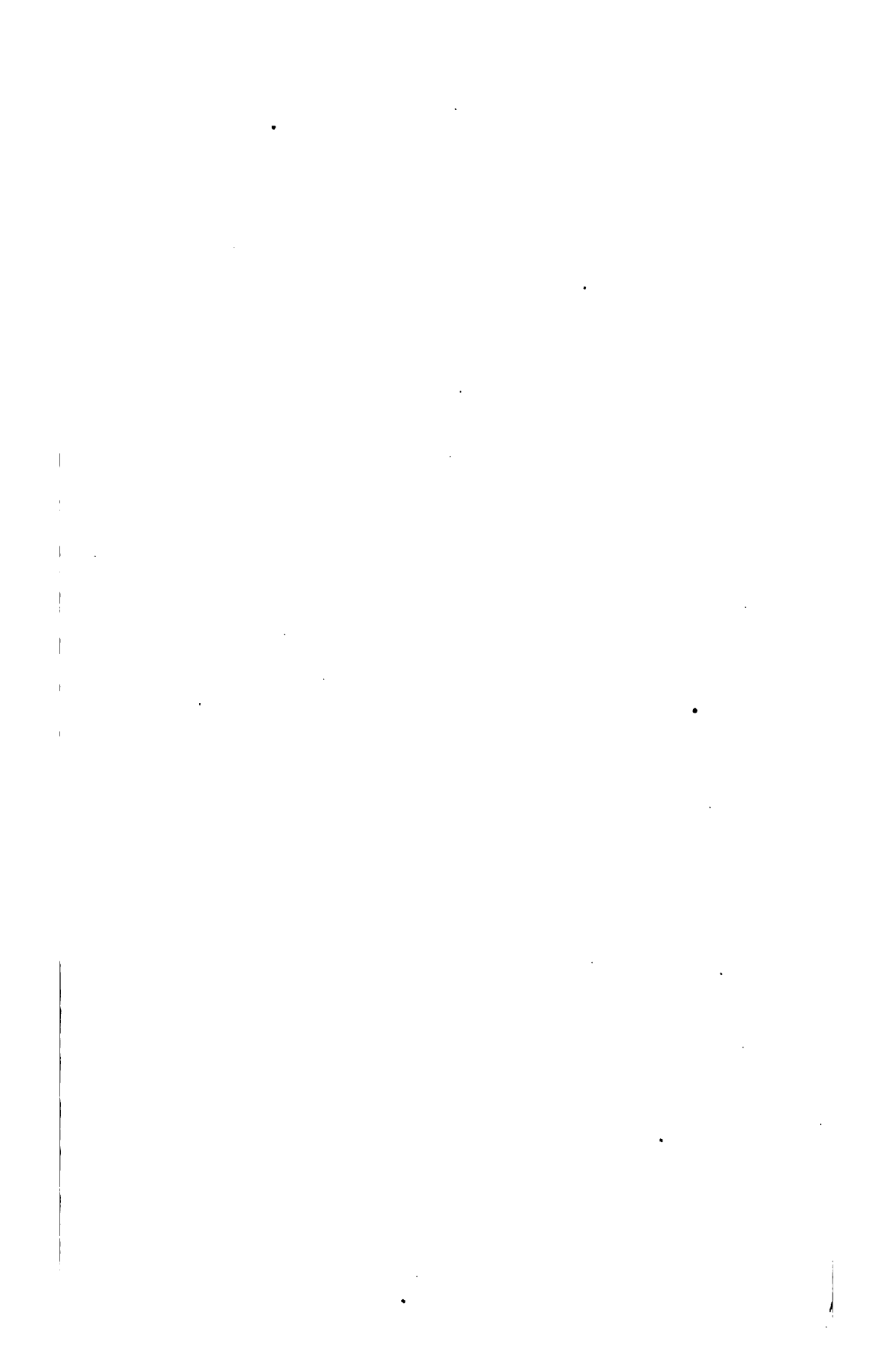
All of which is respectfully submitted.

W. T. HARRIS, *Commissioner.*

Hon. ETHAN A. HITCHCOCK,

Secretary of the Interior.

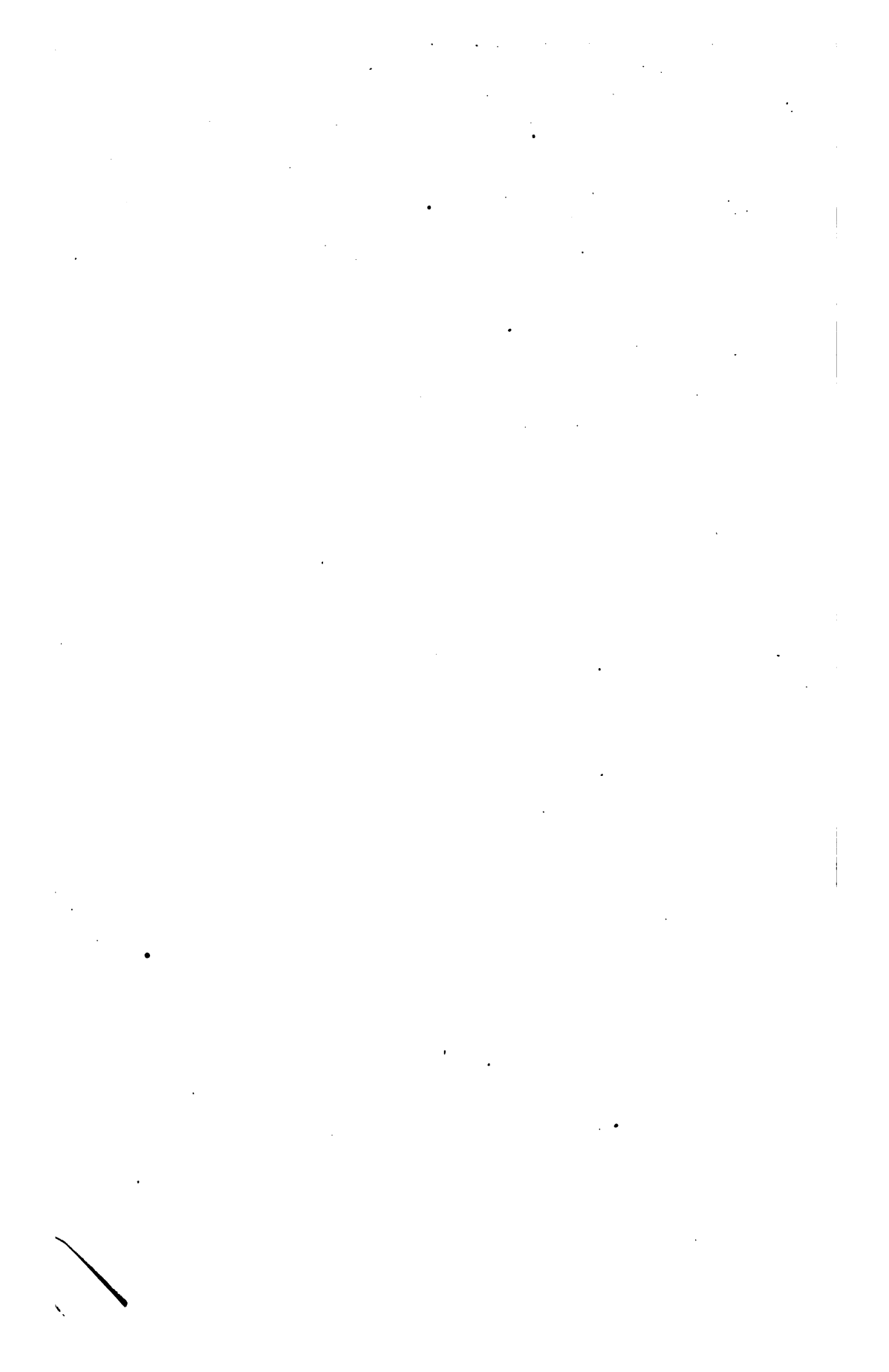


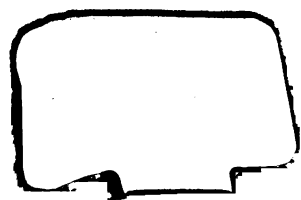




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UNIV. OF MICH.
JUN 19 1907

[Whole Number 362]

STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR

THE YEAR ENDED JUNE 30, 1906.

U. S. Bur. of Educ.

WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1906.



[Whole Number 368]

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1906.

(1) \mathcal{C}_1 is a \mathcal{C}_2 -subalgebra of \mathcal{C}_1 if and only if \mathcal{C}_1 is a \mathcal{C}_2 -subalgebra of \mathcal{C}_1 .

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

1. *Chlorophyll a* (Chl *a*)

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1. *Journal of the American Medical Association*, 1997; 277: 1001-1005.

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STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 15, 1906.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ended June 30, 1906, being the last twelve months of the administration of the Office under my honored predecessor, the Hon. William T. Harris, LL. D.

These operations may be conveniently considered under the following heads:

- I. The Annual Report.
- II. Education in Alaska, and reindeer for Alaska.
- III. Agricultural and mechanical colleges.
- IV. Miscellaneous activities.

I. THE ANNUAL REPORT.

Since the last statement of Commissioner Harris the Annual Report of this Office for 1904 has been delivered by the Public Printer and distributed to institutions of education in this country and abroad. The report for 1905 is nearly ready for submission to Congress at the opening of its session in December next. I can best give an account of this branch of the service of this Office by presenting the following summary of the statistical portions of the report for 1905:

There were 16,469,067 pupils enrolled in the common schools, that is, in the elementary and high schools, during the year 1904-5. The whole population, as estimated by the Bureau of the Census, numbered 82,584,061. Of this number 20.03 per cent were enrolled in the common schools. If the estimates of total population are correct, this percentage has been slightly declining within the past five years. In 1870 it was 17.82 per cent, in 1880 it was 19.67 per cent, in 1890 it was 20.32 per cent, in 1900 it was 20.51 per cent. In the four years next following there was a slight decrease each year, amounting altogether to one-half of 1 per cent. This backward movement would seem, however, to have been checked, for the percentage of 20.01 in 1904 was advanced to 20.03 in 1905. It should be noted that even the slight apparent decrease of the past five years relates only to the ratio of school enrollment to total population. The actual enrollment in the schools has steadily advanced. In 1870 it was 6,871,522. In 1900 it had reached 15,503,110, and there has been a substantial increase each year since then, up to the total for 1905, as given above.

The average daily attendance, too, and the percentage of total number enrolled who are in average daily attendance have both continued

to advance. The average daily attendance for the year 1905 was 11,467,826, which was 69.63 per cent of the total enrollment. The average number of days attended by each pupil enrolled was 104.7. The average length of the school term was 150.3 days. This is the first time that this item has past the 150 mark, the longest average term previously reported having been that of the year 1904, which was 146.7.

The following table shows approximately the enrollment in schools of all kinds and grades, both public and private, for the year 1905:

Grade.	Number of pupils.		
	Public.	Private.	Total.
Elementary and secondary schools.....	16,485,354	1,418,322	17,903,676
Universities and colleges.....	46,824	91,720	138,544
Normal and other professional schools.....	65,092	61,580	126,672
City evening schools.....	292,319		292,319
Business schools.....		146,086	146,086
Reform schools.....	36,580		36,580
Schools for the deaf.....	11,414	538	11,952
Schools for the blind.....	4,441		4,441
Schools for the feeble-minded.....	15,530	710	16,240
Government Indian schools.....	30,106		30,106
Indian schools (Five Civilized Tribes).....	12,432		12,432
Schools in Alaska supported by the Government.....	3,083		3,083
Schools in Alaska supported by incorporated municipalities (estimated).....	3,200		3,200
Orphan asylums and other benevolent institutions (estimated).....		15,000	15,000
Private kindergartens (estimated).....		105,932	105,932
Miscellaneous (including schools of music, oratory, elocution, cookery, and various special arts, estimated).....		50,000	50,000
Total for United States.....	17,006,375	1,889,838	18,896,213

The following table presents, in chronological summary, a few of the other statistical items with which the report for 1905 is concerned:

	1870.	1880.	1890.	1900.	1905.
Length of school terms, in days.....	132	130	135	144	150.3
Average number of days attended by each pupil enrolled.....	78	81	86	99	104.7
Number of male teachers.....	77,529	122,795	125,525	126,588	111,195
Number of female teachers.....	122,986	163,798	238,397	296,474	348,532
Amount expended for the support of public schools.....	\$63,396,666	\$78,094,687	\$140,506,715	\$214,964,618	\$288,582,279
Expenditure per capita of population.....	\$1.64	\$1.56	\$2.24	\$2.84	\$3.49
Per cent of the amount of income from State taxes.....	18.4		18.4	17.2	14.68
Per cent of the amount of income from local taxes.....	67.9		67.9	68.0	69.76
Entire value of school property.....			\$342,531,791	\$550,069,217	\$730,814,360

The steady advance of former years is shown in city and village school systems. The rapid increase in the number of students receiving secondary instruction is also maintained, the increase of such students in public institutions being still far in excess of the increase for the same year in private institutions. Seventy-eight per cent of the entire number of secondary students were enrolled in public high schools, an increase over the year 1904 of a fraction above 1 per cent. Secondary students now number a little more than 1 per cent of the entire population. The number of students studying Latin in public high schools increased in the year from 323,028 to 341,248. The percentage of students studying Latin to the whole number enrolled shows a fractional decrease, but is still over one-half of that total, being 50.21.

The number of students studying Greek in public high schools declined from 11,158 in 1904, to 10,002 in 1905. The value of the school property of the high schools of the United States showed an increase in the same year of nearly \$16,000,000, reaching the sum of \$174,000,000. That of private schools of the same grade advanced from about \$70,000,000 to about \$72,000,000.

The usual increase in the number of both men and women in universities and other institutions of higher education was maintained, but the number of women in schools of technology fell off slightly, the number of men in the same institutions increasing by a larger number. The total value of property owned by the universities, colleges, and technological schools of the country was reported at \$514,840,412, an increase of nearly \$50,000,000 within the year. Comparing the reports from professional schools for 1905 with those of the preceding year, a moderate increase is noted in the number of schools of theology, law, pharmacy, and veterinary science, and of the number of students in those schools, while a slight decrease appears in the number of schools of medicine and of the students attending those schools. The number of schools of dentistry remains the same with a slight decrease in the number of students enrolled.

There was no increase reported in the number of public and private normal schools, but a moderate increase in the number of students attending those schools. There was also a considerable increase in the number of normal students in universities and colleges and in high schools. The amount expended for buildings for public normal schools shows a very considerable increase, from \$915,443 in 1904 to \$1,684,789 in 1905.

A great advance is noted in the number of cities reporting manual training, from 331 in the year 1904 to 420 in the year 1905, together with an increase of over 8,000 in the number of pupils reported in schools of this class. In 1904 there were 35 reform schools in the United States enrolling 35,124 pupils. In 1905 the number of such schools had increased to 39 and the enrollment to 36,580. It is significant that while only 25,839 were reported as learning useful trades in reform schools in the year 1904, the number of these had increased in 1905 to 30,378.

The following tables summarize in more systematic form the statistical information commonly included in the Commissioner's annual statement:

STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 1.—Common school statistics of the United States.

	1869-70.	1879-80.	1889-90.	1899-1900.	1900-1901.	1901-2.	1902-3. ^a	1903-4. ^a	1904-5. ^a
I.—General statistics.									
Total population.....	698,558,371	650,155,783	662,692,260	675,602,515	677,974,967	678,576,436	679,900,389	681,241,246	682,584,061
Persons 5 to 14 years of age.....	612,085,443	613,065,767	618,543,201	621,404,322	621,908,636	622,278,688	622,685,001	623,028,748	623,410,800
Pupils enrolled (duplicates excluded).....	6,871,522	9,867,865	12,722,581	15,593,110	15,702,517	15,917,385	16,009,361	16,256,038	16,469,067
Per cent of total population enrolled.....	17.82	19.67	20.32	20.51	20.32	20.26	20.04	20.01	20.03
Per cent of persons 5 to 14 years of age enrolled.....	57.00	65.50	68.61	72.43	71.67	71.45	70.67	70.59	70.35
Average daily attendance.....	4,077,347	6,144,143	8,153,635	10,682,772	10,716,094	11,064,164	11,084,502	11,818,266	11,467,826
Relation of same to enrollment (per cent).....	59.3	62.3	64.1	68.6	68.2	69.5	69.2	69.6	69.6
Average length of school term (days).....	132.2	130.3	134.7	144.3	143.7	144.7	147.2	146.7	150.3
Total number of days attended by all pupils.....	539,053,423	800,719,970	1,098,232,725	1,584,822,633	1,539,576,527	1,601,169,762	1,627,405,087	1,660,507,716	1,724,904,612
Average number of days attended by each pupil son 5 to 18.....	44.7	53.1	59.2	71.8	70.3	71.9	71.8	72.1	73.6
Average number attended by each pupil enrolled.....	78.4	81.1	86.3	99.0	98.0	100.6	101.7	102.1	104.7
Male teachers.									
Female teachers.....	77,529	122,795	125,525	126,588	125,838	120,883	117,085	113,744	111,195
Whole number of teachers.....	200,515	286,593	363,922	423,062	431,918	441,819	449,287	455,242	459,727
Per cent of male teachers.....	38.7	42.8	34.5	29.9	28.1	27.4	26.0	25.0	24.2
Average monthly wages of male teachers.....	.....	.....	.....	\$16.53	\$17.55	\$19.05	\$19.98	\$20.96	.....
Average monthly wages of female teachers.....	.....	.....	.....	\$38.93	\$39.17	\$39.77	\$40.51	\$41.54	.....
Number of schoolhouses.....	116,312	178,222	224,526	248,279	251,487	254,655	256,789	257,627	256,575
Value of all school property.....	\$130,383,008	\$209,571,718	\$342,531,791	\$550,069,217	\$572,125,215	\$599,449,384	\$643,903,228	\$685,101,343	\$730,814,360
II.—Financial statistics.									
Receipts:									
From income of permanent funds and rents.....	.....	.....	\$7,714,765	\$9,152,274	\$9,767,110	\$10,022,848	\$12,102,581	\$10,193,098	\$13,386,247
From State taxes.....	.....	.....	\$26,345,323	\$27,882,740	\$28,391,256	\$29,215,910	\$29,455,815	\$29,582,969	\$28,711,562
From local taxes.....	.....	.....	\$97,222,426	\$149,486,846	\$163,897,478	\$173,151,403	\$173,730,818	\$183,218,784	\$208,146,203
From all other sources.....	.....	.....	\$11,882,232	\$23,240,130	\$28,393,493	\$23,107,392	\$25,347,865	\$33,172,139	\$33,117,798
Total received.....	.....	.....	\$148,194,806	\$219,705,989	\$255,339,337	\$245,497,598	\$251,637,119	\$279,133,995	\$298,361,810
Per cent of total derived from—									
Income of permanent funds and rents.....	.....	.....	5.4	4.2	4.2	4.1	4.8	3.7	4.5
State taxes.....	.....	.....	18.4	17.2	16.4	16.0	16.1	15.2	14.6
Local taxes.....	.....	.....	67.9	68.0	69.6	70.5	69.0	69.2	69.8
All other sources.....	.....	.....	8.3	10.6	10.8	9.4	10.1	11.9	11.1

[illegible]

22 The figures for this year are subject to correction.

United States census.

^c Estimated.

Several States are not included in this average.

Including buildings rented.

Training Summary:

STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 2. — Number of pupils and students of all grades in both public and private schools and colleges, 1904-5.

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, and Indian Territory. *North Central Division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

	Pupils receiving elementary instruction (primary and grammar grades).			Pupils receiving secondary instruction (high school grades). ^a			In universities and colleges. ^c			Students receiving higher instruction.						Total higher.	
	Public.	Private (largely estimated).	8	Public. ^b	Private (in preparatory schools, academies, seminaries, etc.).	5	6	7	8	9	10	11	12	13	14	15	16
1				4	5												
The United States...	15,788,365	1,228,261		695,989	180,061		46,824	91,720	138,544	10,571	50,751	61,822	54,521	10,779	465,300	111,916	153,250
North Atlantic Division...	3,682,769	432,810		226,834	52,702		5,303	38,014	43,317	383	18,168	18,551	19,900	1,100	21,000	25,586	57,282
South Atlantic Division...	2,299,887	103,481		38,140	25,403		6,761	12,055	18,816	1,447	6,873	8,320	6,291	1,405	6,696	13,499	20,333
South Central Division...	3,254,633	165,976		53,545	30,897		4,490	10,243	14,733	1,367	6,537	7,904	6,612	2,520	8,132	11,469	19,300
North Central Division...	5,604,157	474,998		323,979	58,262		23,288	26,772	50,069	6,557	17,606	24,163	19,391	5,717	25,108	49,236	50,095
Western Division...	943,919	56,996		53,491	12,797		6,982	4,636	11,618	817	1,567	2,384	4,327	37	4,364	12,126	6,240

^a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in the chapter on secondary schools in the Annual Report.

^b This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^d Mainly State universities and agricultural and mechanical colleges.

^e Including also schools of dentistry, pharmacy, and veterinary medicine.

^f Mainly in schools or departments of medicine and law attached to State universities.

^g Nonprofessional pupils in normal schools are included in columns 4 and 5.

^h There are, in addition to this number, 28,340 students taking normal courses in universities, colleges, and public and private high schools. (See chapter on normal schools.)

TABLE 2.—Number of pupils and students of all grades in both public and private schools and colleges, 1904-5—Continued.

Division.	Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils.				Per cent of public pupils.			Per cent of the total population enrolled in each grade.			
	Elementary.	Second-ary.	Higher.	Public.	Private.		Elementary.	Sec-ond-ary.	High-er.	Sec-ond-ary.	High-er.	Elementary.	Sec-ond-ary.	High-er.	Total.		
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
The United States...	17,027,626	876,050	265,166	16,597,270	1,571,572	18,168,842	93.72	4.82	1.46	92.73	79.46	42.21	20.62	1.06	0.32	22.00	
North Atlantic Division	2,115,579	279,586	82,882	3,935,189	542,794	4,477,983	91.91	6.24	1.85	88.62	81.16	30.88	18.00	1.22	.36	19.58	
South Atlantic Division	2,103,368	63,543	32,868	2,351,526	149,217	2,500,743	96.11	2.54	1.35	95.69	60.03	39.90	21.39	.57	.30	22.26	
North Central Division	3,420,609	80,769	30,769	3,319,647	216,173	3,535,820	96.74	2.39	.87	95.15	63.41	37.27	22.02	1.34	.20	22.76	
South Central Division	6,087,155	382,241	99,331	5,991,372	587,355	6,578,727	92.67	5.82	1.51	92.13	84.76	49.57	21.46	1.35	.35	23.16	
Western Division	1,000,915	66,288	18,366	1,009,536	76,063	1,085,569	92.21	6.10	1.69	94.31	80.69	66.01	21.81	1.45	.40	23.66	

TABLE 3.—Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1880.	1890.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	^a 1903.	^a 1904.	^a 1905.
The United States...	3.96	4.46	4.99	5.09	5.20	5.09	5.23	5.13	5.18	5.17	5.21	5.33
North Atlantic Division...	5.69	6.05	6.67	6.84	6.95	6.90	6.98	6.95	6.81	6.87	6.89	7.09
South Atlantic Division...	2.22	2.73	3.01	3.07	3.32	3.11	3.26	3.41	3.46	3.46	3.55	3.52
South Central Division...	1.86	2.42	2.87	3.08	3.04	3.09	3.21	3.02	3.11	3.10	3.14	3.06
North Central Division...	4.65	5.36	6.00	6.01	6.15	6.01	6.18	5.97	6.07	6.01	6.01	6.20
Western Division.....	4.17	4.57	5.66	5.90	5.85	5.42	5.53	5.61	5.87	6.07	6.47	6.98

^a Subject to correction.

TABLE 4.—The same, taking into account only the schooling furnished by public elementary and secondary schools.

	1880.	1890.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	^a 1903.	^a 1904.	^a 1905.
The United States...	3.45	3.85	4.43	4.53	4.63	4.55	4.66	4.57	4.67	4.67	4.69	4.78
North Atlantic Division ..	4.84	4.99	5.64	5.78	5.88	5.85	5.91	5.88	5.97	6.00	5.98	6.16
South Atlantic Division ..	1.90	2.42	2.74	2.79	3.05	2.83	2.95	3.10	3.15	3.18	3.25	3.21
South Central Division ...	1.57	2.20	2.59	2.75	2.76	2.81	2.91	2.74	2.84	2.85	2.91	2.80
North Central Division ...	4.19	4.67	5.35	5.40	5.51	5.41	5.57	5.40	5.51	5.43	5.39	5.55
Western Division	3.57	3.98	5.12	5.36	5.34	4.96	4.99	5.01	5.36	5.54	5.85	6.35

^a Subject to correction.

STATISTICS OF STATE SCHOOL SYSTEMS, 1904-5.^a

TABLE 5.—Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Census Office esti- mate of total popu- lation in 1905.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the popula- tion en- rolled.	Average daily attend- ance.	Number of teachers.		
					Men.	Women.	Total.
1	2	3	4	5	6	7	8
United States.....	82,584,061	16,469,067	20.03	11,467,826	111,195	348,532	459,727
North Atlantic Division..	22,866,560	3,905,624	17.08	2,963,751	16,784	96,812	113,596
South Atlantic Division..	11,236,260	2,335,791	20.95	1,468,103	17,791	35,445	53,236
South Central Division...	15,535,007	3,306,103	21.50	2,066,592	27,322	41,696	69,018
North Central Division...	28,357,830	5,926,937	20.97	4,255,438	43,399	150,813	194,212
Western Division.....	4,588,404	994,612	21.79	713,942	5,899	23,766	29,665
North Atlantic Division:							
Maine.....	711,156	132,448	18.64	97,845	693	5,965	6,658
New Hampshire.....	429,118	77,922	17.69	49,876	208	2,208	2,416
Vermont.....	349,251	66,721	19.10	48,352	331	3,086	3,417
Massachusetts.....	3,088,546	497,904	16.12	404,117	1,192	12,657	13,849
Rhode Island.....	470,081	71,425	15.19	53,830	167	1,880	2,047
Connecticut.....	989,500	168,779	17.06	129,143	337	4,282	4,619
New York.....	7,901,754	1,311,108	16.59	996,433	4,709	34,372	39,081
New Jersey.....	2,103,039	369,409	17.57	254,045	1,119	8,038	9,157
Pennsylvania.....	6,824,115	1,209,908	17.73	930,110	8,028	24,324	32,352
South Atlantic Division:							
Delaware.....	192,855	36,895	19.98	25,300	156	741	897
Maryland.....	1,260,839	226,825	17.99	138,911	908	4,242	5,150
District of Columbia..	302,883	51,230	16.91	40,596	189	1,289	1,478
Virginia.....	1,953,284	376,601	19.57	224,769	2,377	6,667	9,044
West Virginia.....	1,056,805	247,505	23.42	163,068	3,793	3,843	7,636
North Carolina.....	2,031,740	473,333	23.30	279,904	3,372	6,315	9,687
South Carolina.....	1,434,901	302,663	21.09	200,435	2,630	3,429	6,059
Georgia.....	2,405,821	499,103	21.05	311,489	3,435	6,925	10,360
Florida.....	597,102	122,636	21.02	83,631	981	1,994	2,925
South Central Division:							
Kentucky.....	2,291,444	501,482	22.48	309,836	4,513	5,936	10,449
Tennessee.....	2,147,166	502,330	23.67	344,882	4,220	5,393	9,613
Alabama.....	1,966,347	400,000	20.14	210,000	2,300	3,100	5,400
Mississippi.....	1,682,105	403,647	24.77	233,175	3,028	5,894	8,922
Louisiana.....	1,513,145	210,116	13.89	146,234	995	3,685	4,680
Texas.....	3,455,300	756,019	21.88	501,734	6,495	10,621	17,116
Arkansas.....	1,403,239	335,765	23.93	207,440	4,038	3,788	7,826
Oklahoma.....	558,261	158,322	28.36	90,238	1,269	2,418	3,687
Indian Territory.....	458,000	38,422	8.06	23,053	464	861	1,325
North Central Division:							
Ohio.....	4,400,155	835,607	19.20	618,495	9,094	17,458	26,552
Indiana.....	2,678,492	550,121	20.54	415,622	6,518	9,977	16,495
Illinois.....	5,319,150	985,134	18.52	811,919	6,137	21,723	27,860
Michigan.....	2,557,275	521,463	20.39	407,977	2,658	14,165	16,823
Wisconsin.....	2,256,897	461,214	20.78	288,300	1,947	11,722	13,669
Minnesota.....	1,971,949	430,005	21.81	280,508	1,772	11,548	13,320
Iowa.....	2,391,633	540,337	22.59	375,563	3,598	26,021	29,619
Missouri.....	3,320,405	728,800	21.95	470,666	5,235	12,150	17,385
North Dakota.....	383,226	106,909	27.90	67,883	1,274	4,440	5,714
South Dakota.....	428,055	106,822	25.27	73,700	946	4,079	5,025
Nebraska.....	1,068,120	278,930	26.12	180,771	1,389	8,325	9,714
Kansas.....	1,582,473	331,595	24.11	264,034	2,831	9,205	12,036
Western Division:							
Montana.....	293,534	44,881	16.20	31,471	216	1,052	1,268
Wyoming.....	107,521	18,345	17.07	12,200	83	645	728
Colorado.....	602,925	137,918	22.87	91,997	738	3,716	4,454
New Mexico.....	212,825	37,670	17.70	25,705	406	422	828
Arizona.....	140,276	21,792	15.53	14,009	97	441	538
Utah.....	309,734	75,662	24.96	56,183	553	1,165	1,718
Nevada.....	42,335	7,319	17.29	5,182	39	318	357
Idaho.....	198,382	57,377	28.92	40,738	410	1,137	1,547
Washington.....	598,528	170,386	28.47	118,852	1,228	3,951	5,179
Oregon.....	461,451	108,036	23.41	78,114	817	3,205	4,022
California.....	1,620,883	315,226	19.45	239,491	1,312	7,714	9,026

^a In Tables 5, 6, and 7 the statistics of 16 States are subject to correction.

STATISTICS OF STATE SCHOOL SYSTEMS, 1904-5.

TABLE 6.—Average number of days taught, salaries of teachers, value of school property, and State and local taxation, 1904-5.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Men.	Women.				
1	2	3	4	5	6	7	8
United States.....	150.3	\$52.21	\$41.96	\$730,814,860	\$43,711,562	\$208,146,208	\$33,117,798
North Atlantic Division.....	179.0	68.17	44.27	310,569,029	14,709,659	86,340,077	18,857,798
South Atlantic Division.....	120.5	32.88	29.57	33,627,558	6,582,618	8,932,909	954,297
South Central Division.....	106.4	46.13	37.71	36,484,128	7,568,220	8,807,685	1,978,882
North Central Division.....	160.8	54.48	41.97	285,153,054	7,849,270	89,244,664	10,033,556
Western Division.....	157.5	69.75	53.98	64,980,591	7,001,795	14,820,868	1,293,265
North Atlantic Division:							
Maine.....	189	38.32	29.48	5,416,628	540,627	1,495,541	0
New Hampshire.....	152.45	51.19	34.31	4,493,361	25,000	1,236,054	62,038
Vermont.....	157	47.68	30.44	2,963,940	150,297	981,893	154,888
Massachusetts.....	187	149.05	57.22	58,894,058	377,421	17,508,144	245,964
Rhode Island.....	194	120.92	53.70	6,048,349	143,205	1,593,935	83,842
Connecticut.....	187.78	108.34	47.66	13,470,109	520,563	3,029,477	71,524
New York.....	187.8	.....	.....	126,188,508	4,538,100	32,716,464	11,611,581
New Jersey.....	188	107.02	54.46	22,094,076	3,013,591	6,546,011	13,960
Pennsylvania.....	167.4	51.81	39.14	71,000,000	5,400,855	21,282,558	6,614,051
South Atlantic Division:							
Delaware.....	170.1	72.82	34.70	1,627,314	159,736	338,788	0
Maryland.....	192	.....	.....	4,790,000	1,007,007	1,876,381	177,127
District of Columbia.....	181	94.48	64.31	5,815,590	0	1,680,327	0
Virginia.....	122	34.56	27.20	3,907,64	a 1,008,761	a 1,008,542	a 65,367
West Virginia.....	123	.....	.....	5,810,847	501,551	2,063,965	79,425
North Carolina.....	86	28.55	25.38	3,215,002	1,341,529	338,414	200,567
South Carolina.....	105.7	25.96	23.20	2,000,000	808,765	236,110	270,358
Georgia.....	118	.....	.....	5,171,689	b 1,591,441	b 660,720	b 144,590
Florida.....	108	44.03	35.93	1,290,052	b 168,828	b 729,662	b 16,863
South Central Division:							
Kentucky.....	90	50.90	39.18	6,117,962	a 1,695,575	a 882,713	a 144,851
Tennessee.....	103	39.00	34.00	4,922,521	b 271,614	b 1,828,002	b 506,887
Alabama.....	102.5	31.00	27.00	2,200,000	879,246	447,000	100,000
Mississippi.....	123	33.54	29.46	2,190,000	a 1,250,000	a 296,668	a 124,576
Louisiana.....	130	47.49	37.97	3,659,915	a 469,544	a 890,372	a 127,008
Texas.....	112	60.01	48.01	11,896,674	2,408,727	1,763,109	393,193
Arkansas.....	88	45.50	34.35	3,171,361	593,514	1,379,604	68,817
Oklahoma.....	104	40.00	36.00	2,123,000	0	1,122,217	69,618
Indian Territory.....	158	.....	.....	202,685	0	198,000	444,982
North Central Division:							
Ohio.....	160	45.00	40.00	51,062,804	b 1,858,228	b 14,707,114	b 1,027,005
Indiana.....	160	58.08	52.00	29,059,008	1,831,654	8,777,015	635,901
Illinois.....	169	72.14	56.90	64,554,813	1,000,000	20,173,619	740,889
Michigan.....	168	60.22	42.06	25,963,302	0	6,502,423	928,872
Wisconsin.....	169	55.50	35.26	16,574,795	b 1,231,695	b 5,542,087	b 1,035,078
Minnesota.....	161.1	59.30	41.09	22,017,624	449,213	5,979,048	1,253,604
Iowa.....	160	48.62	36.06	23,304,616	0	9,216,784	1,080,680
Missouri.....	152	52.12	44.24	22,593,018	1,275,818	6,964,608	1,549,443
North Dakota.....	141	49.36	42.25	4,333,569	0	1,648,653	449,024
South Dakota.....	138	40.03	33.52	4,244,816	b 0	b 1,662,195	b 102,841
Nebraska.....	168	55.24	41.40	10,919,922	b 202,662	b 3,252,332	b 978,154
Kansas.....	145	48.00	40.00	10,524,767	0	4,818,836	252,065
Western Division:							
Montana.....	107	76.89	52.04	4,832,014	a 493,236	a 585,069	a 84,710
Wyoming.....	140	75.00	48.00	453,607	0	213,953	73,068
Colorado.....	158.4	66.54	42.87	10,265,046	b 0	b 3,560,287	b 429,886
New Mexico.....	114	.....	.....	800,777	220,717	.....	146,924
Arizona.....	135.4	87.07	73.02	900,201	38,216	369,115	30,809
Utah.....	153	77.48	54.39	3,537,772	b 403,762	b 1,126,079	b 124,885
Nevada.....	158.7	103.47	63.39	269,965	b 14,019	b 97,814	b 33,139
Idaho.....	186	67.47	54.70	1,892,055	95,983	689,214	128,760
Washington.....	167.6	64.51	51.61	9,807,515	1,501,621	1,735,327	118,109
Oregon.....	158.4	54.22	42.05	4,670,979	b 0	b 1,407,892	b 122,975
California.....	170	80.00	64.60	27,550,660	4,234,241	5,036,618	.....

a 1902-3.

b 1903-4.

STATISTICS OF STATE SCHOOL SYSTEMS, 1904-5.

TABLE 7.—Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes, 1904-5.

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expend per capita of population.	Average daily expenditure per pupil.
1	2	3	4	5	6	7
United States	\$55,429,722	\$176,395,562	\$56,756,995	\$288,582,279	\$3.49	<i>Cents.</i> 16.7
North Atlantic Division...	27,758,760	62,205,896	24,127,602	114,092,258	4.99	21.5
South Atlantic Division...	1,884,925	12,334,269	2,376,640	16,595,834	1.49	9.4
South Central Division...	2,376,296	16,971,492	1,989,224	21,337,012	1.39	9.7
North Central Division...	18,670,110	69,584,708	24,003,652	112,258,470	3.97	16.4
Western Division	4,739,631	16,299,197	4,259,877	24,298,706	5.34	21.6
North Atlantic Division:						
Maine	343,714	1,293,608	383,026	2,020,348	2.84	14.9
New Hampshire	352,805	822,386	381,870	1,557,061	3.63	20.5
Vermont	327,677	747,999	248,981	1,324,507	3.79	17.4
Massachusetts	4,944,876	9,921,509	3,265,144	18,131,529	5.87	24.0
Rhode Island	403,377	1,195,615	388,858	1,987,750	4.23	19.0
Connecticut	557,172	2,320,683	901,877	3,779,732	3.82	15.6
New York	13,461,238	26,562,987	7,203,203	47,227,428	5.98	25.2
New Jersey	2,006,635	5,208,838	2,382,973	9,598,446	4.56	20.1
Pennsylvania	5,361,266	14,132,471	8,971,720	28,465,457	4.17	18.3
South Atlantic Division:						
Delaware		341,576	198,381	539,957	2.80	10.5
Maryland	187,790	2,317,011	456,572	2,961,373	2.35	11.1
District of Columbia...	281,039	1,092,705	302,515	1,676,259	5.53	22.8
Virginia (1902-3)	206,313	1,676,777	254,275	2,137,365	1.11	7.8
West Virginia	419,748	1,633,456	713,613	2,766,817	2.62	13.8
North Carolina	379,108	1,430,204	126,670	1,935,982	.95	8.0
South Carolina	140,169	1,089,280	75,181	1,304,630	.91	6.2
Georgia (1903-4)	162,722	2,043,871	121,010	2,327,603	.98	6.3
Florida (1903-4)	108,036	709,389	128,423	946,848	1.62	10.5
South Central Division:						
Kentucky (1902-3)	295,655	2,219,178	148,030	2,662,863	1.19	9.5
Tennessee (1903-4)	340,546	1,962,266	299,329	2,602,141	1.23	7.3
Alabama		1,375,000	100,000	1,475,000	.74	6.9
Mississippi (1902-3)	54,007	1,573,416	241,121	1,868,544	1.15	6.5
Louisiana	419,852	1,495,615	253,634	2,169,101	1.43	11.4
Texas	705,941	5,221,427	473,124	6,400,492	1.85	11.4
Arkansas	205,103	1,657,878	92,447	1,955,428	1.39	10.7
Oklahoma	217,292	996,612	274,207	1,488,111	2.67	15.9
Indian Territory	137,900	470,100	107,332	715,332	1.44	19.6
North Central Division:						
Ohio (1903-4)	1,179,179	10,557,909	4,064,914	15,802,002	3.63	16.0
Indiana	1,605,178	6,844,421	3,051,402	11,501,001	4.29	17.3
Illinois	4,580,137	13,416,000	4,827,054	22,823,191	4.29	16.6
Michigan	1,480,062	6,007,653	2,142,981	9,630,696	3.77	14.0
Wisconsin	1,499,273	5,121,781	1,619,298	8,240,352	3.65	16.2
Minnesota	1,754,248	5,251,803	1,463,851	8,469,902	4.30	18.7
Iowa	878,291	6,745,416	2,692,585	10,316,292	4.31	17.2
Missouri	2,419,168	5,964,024	1,718,731	10,101,923	3.04	14.1
North Dakota	547,741	1,349,221	632,952	2,529,914	6.60	26.4
South Dakota (1903-4)	348,999	1,365,151	524,985	2,239,135	5.29	22.0
Nebraska (1903-4)	825,914	3,105,836	842,336	4,774,146	4.47	15.8
Kansas	1,551,920	3,855,493	422,503	5,829,916	3.68	15.2
Western Division:						
Montana (1902-3)	367,181	651,738	217,384	1,236,253	4.46	36.7
Wyoming	83,280	260,379	44,022	387,681	8.61	22.7
Colorado (1903-4)	587,019	2,288,749	1,109,199	3,984,967	6.75	26.4
New Mexico	64,361	238,413	59,451	362,225	1.70	12.4
Arizona	31,252	401,548	24,554	457,354	3.26	24.1
Utah (1903-4)	330,221	831,244	495,769	1,657,234	5.47	19.3
Nevada (1903-4)	36,527	95,584	125,390	257,501	6.08	81.3
Idaho	224,522	560,490	127,260	912,272	4.60	16.5
Washington	1,003,940	2,153,109	63,291	3,220,340	5.38	16.2
Oregon	469,819	1,270,686	311,670	2,052,175	4.45	16.6
California	1,541,559	6,547,257	1,681,887	9,770,703	6.03	24.0

STATISTICS OF CITY SCHOOL SYSTEMS, 1904-5.^a

TABLE 8.—Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.

State or Territory.	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervising and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Men.	Women.		
1	2	3	4	5	6	7	8	9
United States	594	4,506,678	3,434,323	189.8	10,580	95,335	\$78,328,420	\$139,417,818
North Atlantic Division ..	243	2,201,442	1,691,068	190.2	4,901	46,979	41,640,361	77,431,281
South Atlantic Division ..	45	295,448	218,436	182.3	743	5,885	3,933,805	5,547,287
South Central Division ...	53	252,567	186,119	180.4	683	4,708	3,107,719	4,396,227
North Central Division ...	215	1,466,289	1,117,205	183.1	3,485	31,540	23,945,316	42,381,322
Western Division	38	290,332	221,495	186.2	764	6,223	5,701,219	9,656,201
North Atlantic Division:								
Maine	9	25,454	20,769	172.5	76	748	353,833	509,676
New Hampshire	10	21,641	16,694	172.9	66	542	328,241	611,862
Vermont	3	6,596	5,673	176.7	16	178	94,931	162,509
Massachusetts	57	379,967	318,760	189.6	1,000	9,125	7,692,723	13,982,598
Rhode Island	10	57,481	43,223	188.3	123	1,324	945,746	1,705,877
Connecticut	22	100,230	79,345	189.2	240	2,402	1,542,871	2,553,256
New York	50	920,216	693,389	192.0	2,016	18,466	20,582,879	39,155,940
New Jersey	27	207,125	155,347	191.4	382	4,460	3,267,961	5,859,710
Pennsylvania	55	492,432	357,863	189.1	1,082	9,554	6,831,176	12,895,453
South Atlantic Division:								
Delaware	1	11,009	8,306	189.0	11	283	150,440	237,299
Maryland	5	89,471	60,987	188.7	218	1,650	1,155,875	1,520,491
District of Columbia ...	1	51,230	40,596	181.9	178	1,250	1,101,562	1,676,259
Virginia	10	39,834	31,289	182.3	104	736	405,935	550,610
West Virginia	4	14,874	11,351	178.3	41	338	188,033	362,097
North Carolina	9	20,454	14,363	174.4	59	381	172,636	221,224
South Carolina	4	16,407	10,902	180.7	26	224	107,740	144,016
Georgia	7	39,236	31,908	184.3	82	799	509,601	650,407
Florida	4	12,933	8,784	160.9	24	224	141,993	184,884
South Central Division:								
Kentucky	9	54,427	40,674	190.2	131	1,036	796,181	1,097,018
Tennessee	6	39,909	29,186	181.2	116	684	444,817	616,987
Alabama	6	19,573	14,281	174.3	57	351	201,589	282,461
Mississippi	4	9,204	6,558	177.1	20	176	89,044	101,737
Louisiana	3	34,769	27,186	177.7	31	847	473,900	585,093
Texas	19	73,579	52,770	176.0	263	1,238	917,919	1,286,530
Arkansas	4	14,320	10,650	188.1	46	215	114,269	259,901
Oklahoma	2	7,386	4,814	178.5	19	161	70,000	166,500
Indian Territory								
North Central Division:								
Ohio	38	277,753	220,671	186.9	710	6,087	4,647,880	7,683,364
Indiana	26	113,989	87,011	183.1	405	2,632	1,835,730	3,524,596
Illinois	37	392,539	318,990	191.9	720	7,790	7,072,731	12,921,955
Michigan	29	143,279	113,271	191.6	283	3,351	2,210,997	3,618,366
Wisconsin	22	116,062	90,596	191.1	392	2,517	1,762,398	2,767,792
Minnesota	9	93,341	76,448	190.2	138	2,134	1,580,579	2,469,910
Iowa	21	80,674	59,848	179.1	171	1,976	1,170,197	1,970,966
Missouri	12	154,003	111,697	186.6	482	3,237	2,439,302	4,885,201
North Dakota	2	3,853	3,173	185.1	10	103	65,329	164,403
South Dakota	1	2,616	1,970	180.0	4	65	37,536	63,485
Nebraska	5	35,619	27,467	181.4	46	800	572,050	1,282,099
Kansas	13	52,561	36,063	174.8	124	898	550,587	1,029,186
Western Division:								
Montana	4	14,606	11,563	179.8	25	360	323,103	571,751
Wyoming	1	1,412	1,084	169.9	3	31	25,764	37,878
Colorado	6	50,967	37,177	184.2	163	1,164	1,058,243	1,824,213
New Mexico								
Arizona	1	1,670	1,107	170.0	1	29	20,070	26,455
Utah	2	18,912	15,121	175.0	72	405	302,436	570,712
Nevada								
Idaho	1	2,686	1,974	175.0	8	51	41,676	80,940
Washington	7	50,713	38,717	188.8	138	1,072	853,112	1,965,182
Oregon	2	16,450	12,849	190.3	38	355	246,122	472,851
California	14	133,516	101,903	188.5	320	2,756	2,830,698	4,116,219

^aIncluded also in Tables 5, 6, and 7.

STATISTICS OF SECONDARY EDUCATION, 1904-5.

TABLE 9.—*Instructors and students in public high schools and in private high schools and academies.*

State or Territory.	Public high schools. a					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary students.		Num- ber.	Secondary teachers.		Secondary students.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	7,576	13,440	15,021	288,391	391,311	1,627	4,065	5,785	51,778	55,429
North Atlantic Division...	1,776	3,646	5,426	97,677	125,178	600	1,941	2,554	22,015	20,358
South Atlantic Division...	526	839	766	14,438	21,466	285	678	815	8,845	8,828
South Central Division...	790	1,247	988	20,488	30,982	291	506	675	8,721	9,061
North Central Division...	4,042	6,730	6,680	134,621	184,159	335	743	1,275	9,478	12,578
Western Division	442	978	1,161	21,167	29,526	116	272	466	3,219	4,609
North Atlantic Division:										
Maine.....	175	210	248	4,544	5,907	31	63	88	1,410	1,457
New Hampshire.....	58	87	140	2,155	2,614	29	125	60	1,558	742
Vermont.....	73	81	115	1,869	2,612	19	37	61	691	833
Massachusetts.....	262	701	1,209	20,824	25,474	90	322	459	3,192	3,142
Rhode Island.....	21	81	110	1,879	2,355	14	49	69	527	401
Connecticut.....	76	139	296	4,346	6,448	51	134	183	1,357	1,341
New York.....	532	1,191	2,080	37,629	46,413	185	554	869	4,613	6,197
New Jersey.....	101	232	444	6,188	8,234	58	217	249	2,481	1,690
Pennsylvania.....	488	924	784	18,243	26,221	123	440	516	6,191	4,555
South Atlantic Division:										
Delaware.....	15	23	40	567	826	4	9	21	129	109
Maryland.....	65	146	115	2,757	3,955	41	117	131	1,087	1,067
District of Columbia.....	7	82	114	1,581	2,278	21	57	146	280	837
Virginia.....	70	87	106	1,822	2,818	61	119	154	1,995	1,629
West Virginia.....	37	62	59	1,018	1,453	12	33	50	506	513
North Carolina.....	43	61	62	1,191	1,781	69	132	188	2,363	2,205
South Carolina.....	100	129	85	1,974	2,684	15	37	46	585	567
Georgia.....	140	190	130	2,797	4,357	56	96	111	1,437	1,647
Florida.....	49	59	55	731	1,314	7	3	18	63	274
South Central Division:										
Kentucky.....	81	147	150	2,817	3,989	69	111	178	1,713	1,599
Tennessee.....	99	135	107	2,371	3,693	58	96	119	1,891	1,737
Alabama.....	80	111	112	1,853	3,024	29	44	68	750	851
Mississippi.....	100	120	105	1,800	2,484	32	46	43	821	714
Louisiana.....	44	71	84	1,109	1,898	23	33	69	605	750
Texas.....	298	517	325	8,133	12,428	47	127	137	1,806	2,126
Arkansas.....	59	86	58	1,398	2,112	22	36	41	853	868
Oklahoma.....	21	48	39	863	1,132	4	6	8	137	149
Indian Territory.....	8	12	8	144	222	7	7	12	156	267
North Central Division:										
Ohio.....	801	1,390	889	24,692	30,644	46	123	189	1,223	1,462
Indiana.....	571	1,028	568	15,706	19,800	24	59	126	800	1,033
Illinois.....	417	914	1,031	20,181	28,492	60	107	207	1,244	2,196
Michigan.....	373	583	829	13,811	19,376	19	51	97	604	919
Wisconsin.....	237	412	639	10,135	13,838	22	70	96	737	739
Minnesota.....	164	257	510	7,425	10,710	29	80	125	1,237	1,144
Iowa.....	351	513	854	13,572	18,772	36	54	93	1,116	1,461
Missouri.....	337	645	495	11,420	15,938	59	120	191	1,464	1,990
North Dakota.....	38	47	72	882	1,337	1	0	3	6	42
South Dakota.....	103	122	107	1,815	2,735	6	13	21	132	208
Nebraska.....	360	413	336	6,975	10,499	21	41	85	550	912
Kansas.....	290	406	350	8,007	12,018	12	25	42	365	467
Western Division:										
Montana.....	25	47	86	997	1,648	6	2	24	17	183
Wyoming.....	11	15	14	231	332	1	0	5	0	35
Colorado.....	52	160	187	3,352	4,783	6	1	48	6	317
New Mexico.....	10	21	13	320	321	2	2	1	24	9
Arizona.....	4	7	6	112	174	2	0	4	0	55
Utah.....	13	39	45	736	1,051	12	92	52	1,404	1,327
Nevada.....	6	8	2	70	101					
Idaho.....	12	31	17	395	536	4	12	10	182	184
Washington.....	90	175	171	3,338	4,870	15	19	43	140	384
Oregon.....	70	95	70	1,700	2,437	12	27	47	362	450
California.....	149	380	550	9,916	13,273	56	117	232	1,084	1,665

a Included also in Tables 5, 6, and 8.

STATISTICS OF HIGHER EDUCATION, 1904-5.

TABLE 10.—*Instructors and students in public and private normal schools of the United States, 1904-5.*

State or Territory.	Public normal schools.					Private normal schools.				
	Num- ber.	Teachers of normal stu- dents.		Students in normal course.		Num- ber.	Teachers of normal stu- dents.		Students in normal course.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	179	1,166	1,791	11,443	43,078	89	374	320	4,511	6,268
North Atlantic Division..	64	379	773	3,005	16,895	7	61	55	285	815
South Atlantic Division..	24	119	225	1,126	4,165	25	38	71	450	955
South Central Division..	21	133	119	1,954	3,658	24	73	70	1,190	1,330
North Central Division..	49	403	507	4,659	14,732	32	201	119	2,586	3,131
Western Division	21	132	167	699	3,628	1	1	5	0	37
North Atlantic Division:										
Maine	5	8	26	103	695	1	1	3	5	12
New Hampshire	1	2	7	2	117					
Vermont	3	4	15	18	238					
Massachusetts	12	64	131	121	1,922	3	1	21	0	150
Rhode Island	1	4	23	1	265					
Connecticut	5	16	56	0	713					
New York	18	91	251	492	7,351	1	48	28	156	479
New Jersey	4	19	62	23	592					
Pennsylvania	15	171	202	2,245	5,002	2	11	3	124	174
South Atlantic Division:										
Delaware										
Maryland	2	6	13	19	406	1	2	1	13	37
District of Columbia ..	2	2	16	12	156	1	0	3	0	13
Virginia	3	17	36	100	934	2	3	6	25	87
West Virginia	6	29	34	599	661	1	4	8	30	49
North Carolina	3	14	48	122	855	9	18	34	294	601
South Carolina	1	6	32	0	398	4	5	5	43	61
Georgia	5	31	30	165	581	5	3	13	13	72
Florida	2	14	16	109	174	2	3	1	32	35
South Central Division:										
Kentucky	2	5	4	23	103	6	8	9	142	166
Tennessee	1	18	10	165	361	7	25	31	486	640
Alabama	5	24	32	446	840	6	21	12	308	272
Mississippi	2	3	0	45	50	2	6	14	73	101
Louisiana	2	6	29	85	553					
Texas	4	23	20	526	782	1	8	0	120	82
Arkansas	1	3	3	77	85	2	5	4	61	69
Oklahoma	4	51	21	587	884					
Indian Territory										
North Central Division:										
Ohio	7	14	76	23	513	4	45	6	467	371
Indiana	2	29	10	635	823	6	57	44	1,075	1,344
Illinois	6	69	60	654	1,978	4	11	6	211	154
Michigan	4	43	76	293	2,040	1	1	2	58	25
Wisconsin	11	75	81	571	2,106	2	16	1	20	26
Minnesota	6	36	49	198	1,685	2	8	3	65	20
Iowa	2	37	40	407	1,754	6	29	23	152	444
Missouri	4	45	41	1,144	1,705	3	13	9	243	232
North Dakota	1	9	6	181	216					
South Dakota	3	14	23	197	412	1	4	3	29	64
Nebraska	1	11	14	148	668	3	17	22	266	451
Kansas	2	23	31	208	832					
Western Division:										
Montana	1	7	7	14	112					
Wyoming										
Colorado	1	17	12	57	396	1	1	5	0	37
New Mexico	2	5	10	61	145					
Arizona	2	11	7	75	213					
Utah	1	7	1	49	133					
Nevada										
Idaho	2	11	10	37	202					
Washington	3	21	26	132	621					
Oregon	4	20	26	160	306					
California	5	33	68	114	1,500					

STATISTICS OF HIGHER EDUCATION, 1904-5.

TABLE 11.—*Instructors and students in coeducational colleges and universities and in colleges for men only, 1904-5.*

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11
United States	453	15,847	2,247	37,806	16,784	72,500	25,045	4,750	1,694	\$30,750,523
North Atlantic Division ..	84	5,175	241	8,081	1,339	26,971	3,224	2,112	495	11,074,735
South Atlantic Division ..	72	1,600	201	4,185	1,989	7,263	1,371	425	18	2,622,947
South Central Division ..	72	1,569	341	6,282	8,407	6,619	2,382	173	81	2,333,567
North Central Division ..	187	6,027	1,225	16,007	7,841	25,971	14,566	1,702	858	11,469,169
Western Division	38	1,476	239	3,301	2,208	5,676	3,502	338	242	3,250,105
North Atlantic Division:										
Maine	4	140	6	9	0	1,008	284	7	1	265,060
New Hampshire	2	99	0	85	0	879	0	21	0	185,800
Vermont	3	89	0	0	0	466	108	1	0	149,196
Massachusetts	10	982	14	543	17	4,280	405	457	14	2,470,772
Rhode Island	1	77	3	0	0	681	203	47	28	213,158
Connecticut	3	388	2	0	0	2,560	26	271	37	999,407
New York	23	1,984	127	4,778	516	7,348	1,995	961	368	4,134,089
New Jersey	5	182	5	260	37	1,630	0	93	0	356,345
Pennsylvania	33	1,234	84	2,356	769	8,119	803	254	47	2,300,908
South Atlantic Division:										
Delaware	2	27	2	30	30	150	23	1	0	67,847
Maryland	10	282	19	587	74	727	96	197	0	443,919
District of Columbia ..	7	462	14	556	90	545	247	132	13	486,731
Virginia	11	183	11	451	162	1,493	60	48	0	372,882
West Virginia	4	83	23	300	180	573	316	2	0	217,157
North Carolina	13	232	37	663	602	1,527	236	24	2	356,555
South Carolina	9	105	18	490	176	933	82	13	1	146,715
Georgia	11	149	45	612	483	1,103	212	8	1	354,708
Florida	5	77	32	296	192	212	99	0	1	176,433
South Central Division:										
Kentucky	10	252	73	1,081	583	1,020	441	26	5	320,375
Tennessee	22	453	110	1,937	1,106	1,436	630	42	26	543,271
Alabama	5	113	2	147	8	646	59	24	1	159,627
Mississippi	4	70	15	357	281	564	75	7	0	134,615
Louisiana	7	182	24	555	110	797	17	53	33	321,344
Texas	14	345	73	1,214	675	1,465	862	15	15	537,880
Arkansas	7	114	30	679	471	577	247	3	1	235,106
Oklahoma	1	33	0	135	50	100	40	3	0	65,000
Indian Territory	2	7	14	177	123	14	11	0	0	16,349
North Central Division:										
Ohio	35	1,069	210	2,876	1,344	5,013	2,481	120	83	1,825,128
Indiana	14	289	45	974	187	2,179	1,212	73	32	630,452
Illinois	29	1,273	245	2,348	1,135	4,936	3,069	842	415	2,787,119
Michigan	9	405	55	474	214	2,269	1,037	73	25	922,251
Wisconsin	10	369	51	754	118	2,648	1,005	119	32	998,486
Minnesota	9	509	86	1,165	359	1,657	1,113	68	42	883,004
Iowa	25	485	185	1,829	1,434	1,870	1,412	119	85	965,287
Missouri	19	680	105	2,334	1,051	2,235	955	144	33	979,975
North Dakota	3	43	20	180	139	131	57	5	1	181,121
South Dakota	5	61	36	575	372	183	122	4	4	153,589
Nebraska	10	430	72	1,157	404	1,246	1,037	86	66	599,397
Kansas	19	414	115	1,341	1,084	1,604	1,066	49	40	543,360
Western Division:										
Montana	1	10	5	43	45	69	48	5	1	66,860
Wyoming	1	13	5	26	18	40	22	1	1	59,478
Colorado	4	336	35	548	358	728	619	81	48	262,000
New Mexico	1	9	9	34	80	7	13	0	0	18,500
Arizona	1	22	4	85	70	21	12	4	2	54,951
Utah	2	70	18	576	693	267	170	0	0	175,120
Nevada	1	22	11	34	42	103	75	1	2	93,205
Idaho	1	17	5	105	51	121	52	0	1	93,295
Washington	6	102	30	401	209	648	394	39	38	475,349
Oregon	8	128	40	282	283	349	243	2	5	112,060
California	12	747	77	1,167	359	3,323	1,854	205	144	1,834,287

STATISTICS OF HIGHER EDUCATION, 1904-5.

TABLE 12.—*Instructors and students in schools of technology and institutions conferring only the bachelor of science degree in 1904-5.*

[illegible]

STATISTICS OF HIGHER EDUCATION, 1904-5.

TABLE 13.—*Instructors and students in colleges and seminaries for women which confer degrees, 1904-5.*

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
1	2	3	4	5	6	7	8
United States.....	122	663	1,991	5,627	17,358	266	\$4,789,264
North Atlantic Division.....	20	306	557	956	6,264	164	2,248,648
South Atlantic Division.....	42	195	574	1,551	5,902	32	1,077,210
South Central Division.....	41	104	534	1,841	3,919	50	842,738
North Central Division.....	17	53	273	1,114	1,165	20	555,668
Western Division.....	2	5	53	165	108	.....	65,000
North Atlantic Division:							
Maine.....	1	4	6	89	24	6	7,500
New Hampshire.....	.....	.....	.....	.....	.....	.....	.....
Vermont.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts.....	6	170	269	11	3,698	80	1,097,948
Rhode Island.....	.....	.....	.....	.....	.....	.....	.....
Connecticut.....	.....	.....	.....	.....	.....	.....	.....
New York.....	6	77	176	516	1,749	15	772,324
New Jersey.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania.....	7	55	106	340	798	63	370,876
South Atlantic Division:							
Delaware.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	5	84	68	250	615	2	212,108
District of Columbia.....	1	7	18	.....	83	.....	30,391
Virginia.....	10	53	124	291	1,234	10	221,682
West Virginia.....	.....	.....	.....	.....	.....	.....	.....
North Carolina.....	9	28	122	558	891	4	183,660
South Carolina.....	8	30	89	148	1,186	7	155,431
Georgia.....	9	43	153	304	1,893	9	273,988
Florida.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:							
Kentucky.....	9	27	96	319	820	6	99,325
Tennessee.....	7	20	98	147	704	5	174,600
Alabama.....	7	19	87	194	806	9	149,857
Mississippi.....	9	15	155	683	916	28	247,302
Louisiana.....	4	13	47	234	358	2	82,530
Texas.....	4	9	42	234	245	.....	77,624
Arkansas.....	1	1	9	80	70	0	11,500
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio.....	3	7	65	132	241	.....	111,093
Indiana.....	.....	.....	.....	.....	.....	.....	.....
Illinois.....	3	6	55	238	290	4	139,834
Michigan.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin.....	1	2	30	231	88	.....	107,871
Minnesota.....	.....	.....	.....	.....	.....	.....	.....
Iowa.....	.....	.....	.....	.....	.....	.....	.....
Missouri.....	9	38	106	513	546	16	184,270
North Dakota.....	.....	.....	.....	.....	.....	.....	.....
South Dakota.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	.....	.....	.....	.....	.....	.....	.....
Kansas.....	1	.....	17	.....	.....	.....	12,600
Western Division:							
Montana.....	.....	.....	.....	.....	.....	.....	.....
Wyoming.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	.....	.....	.....	.....	.....	.....	.....
New Mexico.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	.....	.....	.....	.....	.....	.....	.....
Oregon.....	.....	.....	.....	.....	.....	.....	.....
California.....	2	5	53	165	108	.....	65,000

STATISTICS OF HIGHER EDUCATION, 1904-5.

TABLE 14.—Summary of statistics of professional schools, 1904-5.

State or Territory.	Theological.			Law.			Medical.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
1	2	3	4	5	6	7	8	9	10
United States.....	156	1,094	7,411	96	1,190	14,714	148	5,465	25,835
North Atlantic Division.....	54	487	2,828	17	269	5,172	25	1,240	6,324
South Atlantic Division.....	22	137	919	20	164	2,158	21	637	3,633
South Central Division.....	14	78	721	14	82	749	27	606	5,324
North Central Division.....	60	360	2,829	38	590	6,053	62	2,566	9,570
Western Division.....	6	32	114	7	85	582	13	416	984
North Atlantic Division:									
Maine.....	2	15	49	1	8	81	1	32	93
New Hampshire.....							1	20	60
Vermont.....							1	27	185
Massachusetts.....	8	92	439	3	55	1,864	4	178	948
Rhode Island.....									
Connecticut.....	3	42	167	1	30	417	1	35	139
New York.....	17	149	962	8	130	2,768	10	525	2,567
New Jersey.....	5	54	425						
Pennsylvania.....	19	135	786	4	46	542	7	423	2,332
South Atlantic Division:									
Delaware.....									
Maryland.....	5	59	378	3	42	286	8	275	1,655
District of Columbia.....	3	18	122	6	84	1,150	3	125	583
Virginia.....	4	22	166	3	10	290	3	85	577
West Virginia.....				1	3	122			
North Carolina.....	3	9	54	3	8	173	3	56	317
South Carolina.....	3	13	36	1	3	30	1	20	87
Georgia.....	4	16	163	2	11	87	3	76	414
Florida.....				1	3	20			
South Central Division:									
Kentucky.....	3	20	437	2	10	69	7	183	1,608
Tennessee.....	6	37	190	6	37	242	9	188	1,971
Alabama.....	3	11	74	1	2	41	2	36	244
Mississippi.....				2	7	72			
Louisiana.....				1	8	87	2	30	524
Texas.....	2	10	20	1	8	196	6	144	757
Arkansas.....				1	10	42	1	25	220
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	13	75	354	6	68	708	9	304	836
Indiana.....	3	17	88	5	49	551	5	190	502
Illinois.....	14	110	1,070	8	200	1,323	13	800	3,349
Michigan.....	4	14	70	2	51	1,099	6	234	840
Wisconsin.....	4	23	168	2	21	265	2	77	230
Minnesota.....	8	47	322	2	36	590	3	83	365
Iowa.....	4	21	164	2	16	309	5	125	697
Missouri.....	6	36	525	5	70	761	13	556	2,178
North Dakota.....				1	8	51			
South Dakota.....				1	7	48			
Nebraska.....	2	10	36	2	29	185	3	111	393
Kansas.....	2	7	32	2	35	163	3	86	180
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....				2	33	113	3	117	204
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....				1	8	57			
Washington.....				1	11	44	2	43	152
Oregon.....				1	38	368			
California.....	6	32	114	3			8	256	628

TABLE 15.—General summary of statistics of professional and allied schools for 1904-5.

Class.	Schools.	Instructors.	Students.	Graduates.
Theological.....	156	1,094	7,411	1,518
Law.....	96	1,190	14,714	3,435
Medical.....	148	5,465	25,835	5,544
Dental.....	54	1,161	7,149	2,612
Pharmaceutical.....	67	629	4,944	1,518
Veterinary.....	12	217	1,269	298
Nurse training.....	862	.....	19,824	5,795
Total.....	1,395	9,756	81,146	20,720

Summary of statistics of medical schools, by classes, for 1904-5.

Class.	Schools.	Instructors.	Students.	Graduates.
Regular.....	120	4,532	24,012	5,115
Homeopathic.....	18	640	1,129	279
Eclectic and physiomedical.....	10	293	694	150
Total.....	148	5,465	25,835	5,544

II. EDUCATION IN ALASKA.

The Fifty-eighth Congress in its second session past an act "To provide for the construction and maintenance of roads, the establishment and maintenance of schools, and the care and support of insane persons in the district of Alaska, and for other purposes," approved January 27, 1905, by the provisions of which the governor of Alaska, as ex officio superintendent of education, was placed in charge of schools for white children and children of mixt blood who lead a civilized life thruout Alaska.

In accordance with this law, the following schools for white children and half breeds in Alaska which had been in charge of the Bureau of Education, past from under its control at the close of the fiscal year June 30, 1905: Afognak, Chignik, Ellamar, Haines, Hope, Kenai, Kodiak, Seldovia, Seward, Sitka (for white children), Teller City, Unalaska, Unga, and Wood Island.

Section VII of the act mentioned above requires that the education of the Eskimos and Indians in the district of Alaska shall remain under the direction and control of the Secretary of the Interior, and that schools for the Eskimos and Indians of Alaska shall be provided for by an annual appropriation.

In accordance with this legislation, Congress appropriated \$50,000 to enable the Secretary of the Interior to maintain schools for the natives of Alaska during the fiscal year ending June 30, 1906.

With this sum the Bureau of Education has conducted during the year 35 public schools, with 41 teachers and an enrolment of 2,136 pupils. The following table shows in detail the location and enrolment of the United States public schools in Alaska from 1892 to 1906, inclusive, together with the average daily attendance for the last year of that period:

WESTERN ALASKA.

Kodiak (whites and natives)	9	59	9	81	9	68	9	67	9	80	9	69	9	74	9	59	9	56
Aofgak (natives)	9	35	9	24	9	55	8	38	9	37	7	35	8	40	9	38	9	38
Wood Island (natives)																		
Copper Center																		
Unga (whites and natives)	9	35	9	26			9	24										
Unalaska (whites and natives)																		
Karluk (natives)																		
Carmel																		
Belkofski																		
Kenai																		
Ellamar																		
Chignik (whites)																		
Seldovia (whites)																		
Hope (whites)																		
Seward (whites)																		
Nushagak																		
ARCTIC AND NORTHERN ALASKA.																		
Kotzebue																		
Koserefsky																		
No. 1																		
No. 2																		
Nome																		
Port Clarence (natives)																		
Gambell																		
Cape Prince of Wales																		
Point Barrow																		
Circle																		
Eaton Station																		
Teller																		
Golofin																		
St. Michael																		
Unalakleet																		
Quartz Creek																		
Council																		
Bethel																		
Quinhagak																		
Bettles (natives)																		
Deering (natives)																		
Ikogmute (natives)																		
Nulato (natives)																		
Rampart (whites and natives)																		
Wainwright (natives)																		
Yukon (natives)																		
Eagle																		
Kivalina																		
Total																		

5 20 7 30 8 65
 6 20 7 30 8 65
 7 30 8 65

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Historical table—Statistics of public schools in Alaska, from the establishment of the Alaska school service in 1884 to 1906—Continued.

Schools.	Length of school term and enrollment of pupils.																			
	1895-96.		1896-97.		1897-98.		1898-99.		1900-1901.		1901-2.		1902-3.		1903-4.		1904-5.		1905-6.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Average attendance.
SOUTHEAST ALASKA.																				
Sitka:																				
No. 1 (whites)	9	40	9	39	9	42	9	31	9	47	8	48	9	56	9	68	9	89		
No. 2 (natives)	9	156	9	154	9	170	9	175	9	184	8	181	9	135	9	127	5	60	3	64
Industrial																				
Juneau:																				
No. 1 (whites)	9	70	9	86	9	72	9	74	9	96										
No. 2 (natives)	9	67	9	70	9	40	9	71	9	70	9	75								
Douglas:																				
No. 1 (whites)	9	57	7	75	9	46	9	70	8	100	8	95	7	62						
No. 2 (whites)			8	32	9	25	9	28	9	37	8	37								
Douglas (natives)																				
Skagway (whites), 4 schools																				
Wrangell (whites and natives)	9	82	9	64	9	71	9	80	9	114	9	148								
Whites																				
Natives																				
Jackson (natives)	8	64	9	84	9	121	9	67	9	51	8	88	8	62	9	56	9	53	9	82
Natives																				
Haines:																				
No. 1 (natives)	8	60	9	68	7	46			8	64	7	46	9	51	9	53	9	53	9	44
No. 2 (whites)																				
Hoonah (natives)	8	144	5	120	9	141	9	126	9	125	8	121	9	190	9	108	8	100	9	28
Metlakatla (natives)																				
Saxman (natives)																				
Killsnoo (natives)	7	31	8	75	8	63	9	62	9	76	7	66	9	17	6	56	9	55	7	63
Klawock (natives)																				
Gravina (natives)									8	61	7	69	7	40	9	61	5	50		
Dyea (whites)								5	23											
Kake (natives)								3	88	4	87	3	88	4	83	9	96	6	95	9
Kasaan																				
Klinquaan																				
Yakutat																				
Klukwan																				
Shakan (natives)																				
Petersburg (whites and natives)																				
Tee Harbor (natives)																				

WESTERN ALASKA.

Kodiak (whites and natives)	8	49	9	52	9	72	9	44	8	68	8	107	9	71	9	77	9	75	6	72	9	87	57
Afognak (natives)	9	39			9	59	9	36	8	43	9	32	9	35	9	35	9	34	9	102	9	87	57
Wood Island (natives)					2	56	7	56	9	61	8	63	10	56	9	47	9	43	9	50	8	51	5
Copper Center																							
Unalakleet (whites and natives)	9	44	9	40	9	40	7	35	9	47	9	39	11	27	9	18	9	22	9	31	51		
Unalak (whites and natives)	9	39	9	48	9	68	8	31	9	76	9	95	10	74	9	90	9	90	9	51			
Karluk (natives)	9	27	9	28																			
Carmel									5	41	6	38	9	23	9	23	9	23	9	35	6	31	13
Belkofski																							
Kenai																							
Ellamar																							
Chignik (whites)																							
Seldovia (whites)																							
Hope (whites)																							
Seward (whites)																							
Nushagak																							

ARCTIC AND NORTHERN ALASKA.

Kotzebue																								
Koserefsky																								
No. 1																								
No. 2																								
Nome																								
Port Clarence (natives)	9	56	9	53	7	50																		
Gambell	9	68	9	66																				
Cape Prince of Wales	9	104	7	132			8	70	8	72														
Point Barrow																								
Girdle																								
Eaton Station																								
Teller																								
Golofnin																								
St. Michael																								
Unalakleet																								
Quartz Creek																								
Council																								
Bethel																								
Quinhagak																								
Bettles (natives)																								
Deering (natives)																								
Iroquois (natives)																								
Nuiato (natives)																								
Rampart (whites and natives)																								
Wainwright (natives)																								
Yukon (natives)																								
Eagle																								
Kivalina																								
Total																								

Total

2,108

2,257

3,088

2,136

981

EXPENDITURES FOR EDUCATION OF NATIVES IN ALASKA, 1906.

Amount appropriated.....	\$50,000.00
Salaries of 5 officials and clerks.....	7,330.84
Salaries of 50 employees in Alaska.....	25,454.13
Supplies for 30 schools.....	2,177.50
Repairs to 8 schools.....	391.06
Fuel and light for 25 schools.....	1,951.78
Rent of 2 buildings for school purposes.....	55.75
Freight on school supplies.....	437.46
Traveling expenses of 14 officials and employees.....	2,638.91
Expenses of special inspection (F. C. Churchill).....	6,849.65
Office supplies.....	118.04
Industrial supplies.....	301.21
Reserve for estimated expenses, as follows: Afognak, \$59.55; Bethel, \$40; Carmel, \$63; Copper Center, \$100; Haines, \$25.05; Jackson, \$12.80; Kake, \$14; Kasaan, \$29.20; Kivalina, \$200; Klawock, \$27; Nulato, \$105; Nushagak, \$48; Saxman, \$13.15; Shakan, \$10.08; Sitka, \$15.37; Teller, \$250; Yukon, \$28.50. Total.....	1,040.70
Reserved for unforeseen contingencies.....	1,252.97
Total.....	50,000.00

ESTIMATED EXPENDITURE FOR EDUCATION OF NATIVES IN ALASKA, 1907.

Amount appropriated.....	\$100,000.00
Salary of general agent and assistant agent.....	\$4,200.00
Salary of 2 clerks at Washington.....	1,860.00
Salary of 4 local supervisors.....	5,400.00
Salary of 64 teachers.....	44,270.00
Supplies and furniture, 57 schoolrooms.....	55,730.00
Fuel and light, 57 schoolrooms.....	11,400.00
Traveling expenses, 24 teachers.....	6,325.00
Traveling expenses, 4 supervisors.....	\$3,000.00
Repairs and rent of schoolhouses.....	1,500.00
Freight on school supplies.....	4,500.00
Two schoolhouses, Petersburg and Yakutat.....	4,000.00
Reserved for contingencies.....	2,000.00
Total.....	8,000.00
	8,045.00
Total.....	100,000.00

The following table shows the history of Congressional appropriations for education in Alaska from the establishment of the Alaska school service until 1907:

First grant to establish schools, 1884.....	Annual grants, school year—	Annual grants, school year—Continued.
1884.....	\$25,000	1895-96.....
1886-87.....	15,000	1896-97.....
1887-88.....	25,000	1897-98.....
1888-89.....	40,000	1898-99.....
1889-90.....	50,000	1899-1900.....
1890-91.....	50,000	1900-1901.....
1891-92.....	50,000	1905-6.....
1892-93.....	40,000	1906-7.....
1893-94.....	30,000	
1894-95.....	30,000	

Amounts received from one-half of license fees collected outside of incorporated towns in Alaska:

From—	
March 3, 1901, to June 30, 1902 (16 months)	\$35,882.41
July 1, 1902, to June 30, 1903	19,742.62
July 1, 1903, to June 30, 1904	103,377.30
July 1, 1904, to June 30, 1905	145,153.65
July 1, 1905, to June 30, 1906	30,282.48

The Fifty-seventh Congress in its second session past an act, approved March 2, 1903, by which 50 per cent of license fees collected from unincorporated towns in Alaska was paid into the United States Treasury for the use of the Secretary of the Interior in carrying on schools in the unincorporated sections of Alaska.

The income received from this source enabled the Secretary of the Interior to pay the current expenses of said schools, and in addition to authorize the erection of school buildings at Barrow, Copper Center, Deering, Golofnin, Haines, Icy Cape, Iliamna, Jackson, Kake, Killisnoo, Kivalina, Klawock, Klukwan, Kotzebue, Point Hope, Shakan, Shishmaref, St. Michael, Tanana, Tee Harbor, Teller, Wainwright, Wales, and Wrangell, and to purchase buildings for school purposes at Bettles and Klinquan, making a total of 26 buildings.

All of the above buildings have been completed with the exception of those at Icy Cape and Teller, which are in process of erection. Later in the season, with the establishment of new schools, it may be found necessary to erect additional school buildings.

For the support of schools for the natives of Alaska during the fiscal year ending June 30, 1907, Congress has appropriated the sum of \$100,000. With the additional means provided it is proposed to reopen the following schools, which were closed during the fiscal year 1906 on account of lack of funds: In northern Alaska, Bettles, Council, and Ikogmute; in southern Alaska, Unalaska, Unga, Hoonah, Douglas, Tee Harbor, Petersburg, and Juneau. It is also proposed to establish new schools at the following places: In northern Alaska, Icy Cape, Ogavik, Point Hope, Shishmaref, and Sinuk; in the Yukon River Valley, Anvik, Circle, and Tanana; in southern Alaska, Iliamna and Tatitlek.

On May 28 Dr. William Hamilton, the assistant agent of education in Alaska, under instructions from the Commissioner of Education, left Washington for the annual inspection of the schools and reindeer stations in northern Alaska. During the summer he visited the schools at Barrow, Wainwright, Icy Cape, Kivalina, Kotzebue, Deering, Shishmaref, Wales, Teller, Golofnin, Unalakleet, St. Michael, Gambell, and Unalaska, and the reindeer stations at Barrow, Kivalina, Kotzebue, Deering, Wales, Teller, Golofnin, Unalakleet, and Gambell. At the above places he examined into the condition of the public school buildings and Government property and held conferences with teachers, superintendents of reindeer stations, herders, apprentices, and all other persons interested in educational matters in Alaska.

It is proposed to continue Mr. W. T. Lopp as resident local superintendent of schools and reindeer stations for northwestern Alaska, and Mr. W. A. Kelly as resident local superintendent of schools for southern Alaska. Mr. Lopp's duties are to supervise the schools and reindeer stations at Barrow, Wainwright, Icy Cape, Point Hope, Kivalina, Kotzebue, Deering, Shishmaref, Wales, Teller, Gambell, and Sinuk,

making as frequent visits of inspection thruout the year as weather and distances will permit, together with such other duties as may be assigned to him from time to time. This district includes more than 1,000 miles of the coast region bordering the Arctic Ocean and Bering Sea.

The superintendent of schools and reindeer stations in western central Alaska is Mr. Axel E. Karlsen, whose supervision extends over the schools and reindeer stations at Unalakleet, Golofnin, and Koserefsky. Mr. Karlsen's duties in western central Alaska are similar to those of Mr. Lopp in northern Alaska.

Mr. William A. Kelly's district embraces the 23 schools in southern Alaska. The distance between the most eastern and the most western schools in his district is more than 2,000 miles. He is expected to visit the more remote schools to the west of Sitka once a year and the schools to the south of Sitka at least once a quarter. On these visits Mr. Kelly examines into the condition of the school buildings and other school property and arranges for the making of necessary repairs to the school buildings. Mr. Kelly, Mr. Lopp, and Mr. Karlsen are in constant correspondence with this Bureau regarding the progress and needs of the schools, the efficiency of the teachers, and measures to be adopted to promote the interests of the schools.

REINDEER IN ALASKA.

Herds of reindeer are now established in the neighborhood of Barrow, Kivalina, Kotzebue, Deering, and Shishmaref, along the Arctic coast; Wales, Teller, Golofnin, Unalakleet, and Eaton, on the Bering Sea coast; Gambell, on St. Lawrence Island, in Bering Sea; Tanana and Koserefsky, on the Yukon River; Bethel, on the Kuskokwim River, and Iliamna, near Cooks Inlet, in southern Alaska.

Plans have been made for the establishment during the coming winter of a herd near Icy Cape, on the shore of the Arctic Ocean between Point Barrow and Point Hope, by transferring the Eskimo herders Shoudla and Ablook, with their reindeer, from Barrow to Icy Cape. In this way another link in the chain of relay stations along the Arctic coast will be formed.

By the erection of school buildings and the organizing of schools and reindeer herds in Arctic Alaska, the Bureau of Education has established a continuous chain of 12 stations along the Arctic coast between St. Michael, near the mouth of the Yukon River, to Point Barrow, the northwesternmost cape of the continent, in latitude $71^{\circ} 25'$ north. It has rendered communication with the region within the Arctic Circle (hitherto practically inaccessible during the winter months) possible during the winter as well as in the summer. These stations are near enough to render each other assistance in time of disaster, intercommunication being maintained over the open sea during the short summer and during the winter months over the snow-covered land and frozen marshes and rivers by means of reindeer and dog teams.

As the annual reports containing detailed information regarding the reindeer herds at Kotzebue, Wales, Shishmaref, Tanana, and Koserefsky have not yet been received, it is not now possible to present complete statistics covering all the stations.

In the accompanying tables the information given regarding the herds at Kotzebue, Wales, Shishmaref, Tanana, and Koserefsky is based upon estimates made from previous records made at said stations:

TABLE 1.—*Total reindeer in Alaska, June 30, 1906.*

Station.	Adults.	Fawns, 1906.	Total.
Barrow	548	249	797
Kivalina	194	85	279
Kotzebue	a 620	a 230	a 850
Deering	433	214	647
Wales and Shishmaref	a 1,265	435	a 1,700
Gambell	178	75	253
Teller	834	335	1,169
Golofnin	975	459	1,434
Unalakleet	845	342	1,187
Eaton	1,047	347	1,394
Bethel	1,175	396	1,570
Iliamna	401	134	535
Koserefsky	a 230	a 90	a 320
Tanana	a 314	126	a 440
Total	9,059	3,516	12,575

a No report received; number estimated.

TABLE 2.—*Annual increase of fawns from the establishment of the enterprise in 1892 to 1906.*

Year.	Balance from pre- vious year.	Fawns surviv- ing.	Per cent of in- crease of herds by fawns.	Year.	Balance from pre- vious year.	Fawns surviv- ing.	Per cent of in- crease of herds by fawns.
1893	143	79	55	1900	2,394	756	32
1894	323	145	44	1901	2,692	1,110	41
1895	492	276	56	1902	3,464	1,654	48
1896	743	357	49	1903	4,795	1,877	40
1897	1,000	466	46	1904	6,282	2,284	36
1898	1,132	625	55	1905	7,263	2,978	41
1899	1,733	638	37	1906	a 9,059	a 3,516	a 39

a Estimated (see Table 1).

Average annual increase of herds by fawns, 1893-1906=44 per cent.

TABLE 3.—*Increase from 1892 to 1906.*

Year.	Imported from Siberia.	Total in herd.	Per cent of net in- crease since importa- tion ceased.
1892	171	143	.....
1893	124	323	.....
1894	120	492	.....
1895	123	743	.....
1896 .....	.....	1,000	.....
1897 .....	.....	1,132	.....
1898	161	1,733	.....
1899	322	2,394	.....
1900	29	2,692	.....
1901	200	3,464	.....
1902	30	4,795	.....
1903 .....	.....	6,282	31
1904 .....	.....	8,189	30
1905 .....	.....	10,241	25
1906 .....	.....	12,575	a 23
Total	1,280	.....	b 27

a Estimated (see Table 1).

b Average annual per cent of net increase from 1902 to 1906.

TABLE 4.—*Reindeer belonging to the Government.*

Station.	Loaned by Government (see Table 7).	Under direct control of Government.	Total.
Barrow.....		a 79	79
Kotzebue.....		b 194	194
Deering.....	100		100
Wales.....		(c)	(c)
Gambell.....		a 154	154
Teller.....		b 349	349
Golofnin.....	100	b 55	155
Unalakleet.....	100	b 491	491
Eaton.....	200		300
Bethel.....		b 376	376
Iliamna.....		a 585	585
Koserefsky.....		b 100	100
Tanana.....	200		200
Total.....	700	2,333	3,033

a Government herds.

c Report not yet received.

b Government deer temporarily kept with other herds.

TABLE 5.—*Reindeer owned by Eskimos thru apprenticeship.*

Station.	When established.	Total deer, 1906.	Eskimos owning deer.	Deer owned by Eskimos.
Teller.....	1892	1,169	5	495
Wales.....	1894	a 1,700	a 8	(b)
Golofnin.....	1896	1,434	18	481
Unalakleet.....	1897	1,187	8	396
Barrow.....	1898	797	12	718
Gambell.....	1900	253	4	99
Bethel.....	1901	1,570	8	178
Kotzebue.....	1901	a 850	a 4	(b)
Koserefsky.....	1901	a 320	a 3	(b)
Eaton.....	1902	1,394	10	748
Kivalina.....	1905	279	6	279
Deering.....	1905	647	6	461
Iliamna.....	1905	585		
Tanana.....	1905	a 440	a 3	(b)
Shishmaref.....	1905	(c)	a 7	(b)
Total.....		12,575	97	3,855

a Estimated.

b Report not yet received.

c Included with Wales.

TABLE 6.—*Ownership of reindeer in Alaska, 1906.*

Station.	Government.	Mission.	Lapp.	Eskimo.	Total.
Barrow.....	79			718	797
Kivalina.....				279	279
Kotzebue.....	194	(a)	(a)	(a)	b 850
Deering.....	100	(a) 86		461	647
Shishmaref.....		(a)		(a)	b 1,700
Wales.....	(a)	(a)			
Gambell.....	154			99	253
Teller.....	349	325		495	1,169
Golofnin.....	155	535	263	481	1,434
Unalakleet.....	491		300	396	1,187
Eaton.....	300	266	80	748	1,394
Bethel.....	376	324	692	178	1,570
Iliamna.....	585				585
Koserefsky.....	100	(a)		(a)	b 820
Tanana.....	200	(a)	(a)	(a)	b 440
Total.....	3,083	1,536	1,335	3,855	12,575

a Report not yet received.

b Estimated.

TABLE 7.—*Reindeer loaned.*

Station.	Loaned.	When loaned.	Expiration of loan.
Wales (Congregational).....	118	Aug., 1894	Gift.
Golofnin Bay (Swedish Lutheran).....	50	Jan. 16, 1896	Jan., 1899
N ls Klemetsen (Golofnin).....	100	July 1, 1902	July 30, 1907
Teller (Norwegian Lutheran).....	100	Sept. 1, 1900	Sept., 1905
Nulato (Roman Catholic).....	100	Mar., 1901	Mar., 1906
Bethel (Moravian).....	88	Feb. 26, 1901	Feb., 1906
Nils Persen Sara (Bethel).....	100	July, 1901	June 30, 1906
Carmel (Moravian).....	88	Feb. 26, 1901	Feb., 1906
Per M. Spein (Bethel).....	100	July, 1901	June, 1906
Kotzebue (Friends).....	95	Sept. 2, 1901	Sept., 1906
Alfred S. Nilima (Kotzebue).....	99	July, 1901	June 30, 1906
Unalakleet (Swedish Lutheran).....	100	July 1, 1903	June 30, 1908
Ole O. Bahr (Unalakleet).....	100	July 1, 1901	June 30, 1906
Deering (Friends).....	100	Jan. 18, 1905	Jan. 18, 1910
Tanana (Episcopal).....	100	Mar., 1906	Mar., 1911
Isak Bango (Tanana).....	100	do	Do.
P. N. Bals (Eaton).....	100	do	Do.
N. P. Bals (Eaton).....	100	do	Do.

TABLE 8.—*Congressional appropriations for the introduction of domestic reindeer into Alaska from Siberia from the inception of the enterprise until 1907 a.*

Year.	Amount.	Year.	Amount.
1894.....	\$6,000	1902.....	\$25,000
1895.....	7,500	1903.....	25,000
1896.....	7,500	1904.....	25,000
1897.....	12,000	1905.....	25,000
1898.....	12,000	1906.....	15,000
1899.....	12,500	1907.....	9,000
1900.....	25,000		
1901.....	25,000	Total.....	231,500

a With funds contributed by private individuals, 16 reindeer were purchased in Siberia in 1891 as an experiment and placed on Amaknak Island, near Unalaska.

Expenditure of reindeer fund, 1906.

Amount appropriated.....	\$15,000.00
Salaries.....	2,582.87
Supplies.....	8,702.74
Freight.....	1,791.54
Traveling expenses.....	887.40
Rations (3 Lapp families, two months).....	114.00
Outstanding liabilities.....	662.30
Reserved for unforeseen contingencies.....	259.15
Total.....	15,000.00

I am deeply impressed with the significance from an educational point of view of the introduction of domestic reindeer into Alaska, and believe it will stand as one of the most notable educational services rendered by Doctor Harris during the term of his commissionership. That a new system of industrial education should be devised for an uncivilized people who are just coming into close contact with civilization, such education being based on a new industry introduced for the express purpose of enabling them to render a unique service to the white man and to resist the destructive influences of the new environment, is a highly original and constructive achievement. The undertaking is now well past the first experimental stage. But increasing

care will be required in the future to conserve the good ends toward which it is directed, and ward off the danger of its being perverted to less worthy ends.

LEGISLATION RECOMMENDED FOR THE NATIVES OF ALASKA.

Compulsory education.—Section 28, chapter 1, of the act providing a civil government for Alaska, approved June 6, 1900, reads as follows:

SEC. 28. The Secretary of the Interior shall make needful and proper provision and regulations for the education of the children of school age in the district of Alaska, without reference to race and their compulsory attendance at school, until such time as permanent provision shall be made for the same.

With the growth of the Alaska school service the need for regulations for the compulsory education of the native children has become emphasized. The increased amount of funds placed at the disposal of the Secretary of the Interior for the support of schools in Alaska has made it possible to establish schools in many native settlements not hitherto reached by the Alaska school service.

In order to assure to the native population the full benefit of these new schools, as well as of the schools previously established, it is urged that a compulsory attendance law containing a penalty for the violation of said law is necessary.

Congress has not, by existing legislation, made it an offense punishable by a prescribed penalty to violate any regulation regarding compulsory attendance which the Secretary of the Interior may adopt. It is obvious that unless there is a penalty of some sort for the violation of such regulations their enforcement will be impracticable.

It is therefore respectfully recommended that steps be taken to secure legislation by Congress conferring upon the Secretary of the Interior power to provide a penalty for the violation of the regulations which he may adopt regarding compulsory school attendance in Alaska.

Increase of appropriation for the education of natives in Alaska.—Even with the extension of the Alaska school service during the present fiscal year, there are still in the vast interior of Alaska, scattered in villages along its great rivers, many settlements of natives still in their primitive condition and beyond the pale of Government assistance in the way of schools and teachers. New mining camps are constantly being formed in the remoter regions. Wherever these new camps are opened schools for the natives in the vicinity should be established, in order that they may be prepared by acquiring the rudiments of the English language and arithmetic to be of assistance to the white man and become a factor in the development of the country. There should be at least one industrial boarding school in the Territory, where training could be given in various industries, and further effort should be put forth to develop forms of industrial training adapted to the various needs of the native population.

The selling of surplus male reindeer.—The experience of fourteen years of expansion in the Alaska reindeer service has shown that in the natural increase of the herds there is always a greater number of male reindeer than is needed for propagating purposes or for food or transportation. These surplus male reindeer are worthless unless disposed of. If the surplus male reindeer belonging to the Government

could be sold by the superintendents of the herds, and the proceeds deposited in the Treasury Department of the United States, there to remain as a separate and distinct fund, to be devoted to the support and extension of the Alaska reindeer service, it is believed that this work might in a few years be successfully maintained without any further appropriations by the National Government. Ample provision should, however, be made for the close oversight of such transactions, and of all commercial transactions relating to the reindeer service.

Hospitals.—One of the most pressing needs of the native population in all sections of Alaska is the establishing of hospitals at points easily accessible, where natives may receive medical treatment free of charge. Epidemics of measles, smallpox, and diphtheria are frequent. Cases of tuberculosis and pneumonia are found in every village. I am informed that before the incoming of the white man the Alaskan natives were healthy and vigorous. The diseases to which the native races of Alaska are now a prey are to a great extent the result of their contact with the white immigrants. It therefore seems but just for the National Government to extend to the natives of Alaska assistance in combating and suppressing these diseases.

Citizenship.—The question of the legal status of the natives of Alaska presses for decision. In southern Alaska, especially, where schools have been in operation for twenty years, the natives have abandoned their ancient customs, discarded their tribal relations, and have adopted civilized methods of life. Many of them are industrious, law-abiding, self-respecting, and self-supporting. They make excellent carpenters and mechanics. Many of them engage successfully in business as traders, storekeepers, managers of sawmills and fisheries, pilots, and engineers. They accumulate property and pay taxes; but, except in a few instances, the privilege of citizenship has been denied them. Legislation granting citizenship to such Alaskan natives as are qualified to receive it would seem to be extremely desirable.

III. AGRICULTURAL AND MECHANICAL COLLEGES.

By the act of Congress approved August 30, 1890 (26 Stat. L., 417), a continuing appropriation was made for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862." The said act of Congress of August 30, 1890, appropriated to each State and Territory for the year ending June 30, 1890, the sum of \$15,000 and an annual increase thereafter for ten years by an additional sum of \$1,000 over the amount for the preceding year, until the appropriation reached the sum of \$25,000, which should then be the amount to be received annually by each State and Territory. The maximum amount, \$25,000, was granted for the year ending June 30, 1900, and annually thereafter.

The act provided that these amounts should be paid out of the proceeds arising from the sales of public lands, but this limitation as to the source of the funds was removed by the acts of Congress approved May 17, 1900 (31 Stat. L., 179), June 17, 1902 (32 Stat. L., 388), and February 7, 1903 (32 Stat. L., 803), in each of which acts it is provided that if at any time the proceeds arising from the sales of

public lands should be insufficient to meet the payments authorized by the act of August 30, 1890, the deficiency shall be paid by the United States out of any money in the Treasury not otherwise appropriated.

The said act requires annual reports to be made to the Secretary of the Interior by the presidents and treasurers of the institutions receiving the benefits thereof, and places upon the Department the duty of ascertaining whether the respective States and Territories are entitled to receive the annual installments of the fund.

The Bureau of Education acts as the medium of communication between the Department and the several institutions and collects and examines the reports required to be made by the institutions to the Secretary of the Interior.

During the year ending June 30, 1906, the reports for the year ending June 30, 1905, were received from the treasurers of the several institutions and were carefully examined. It was found that the disbursements accounted for therein were made in conformity with the law. On the 20th of June last the Commissioner recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1907. The total amount paid out each year by the Government to the States and Territories under this act from its enactment to and including the installment for the year ending June 30, 1907, is as follows:

Year.	Amount.	Year.	Amount.
1890	\$660,000	1900	\$1,200,000
1891	704,000	1901	1,200,000
1892	782,000	1902	1,200,000
1893	864,000	1903	1,200,000
1894	912,000	1904	1,200,000
1895	960,000	1905	1,200,000
1896	1,008,000	1906	1,200,000
1897	1,056,000	1907	1,200,000
1898	1,104,000		
1899	1,152,000	Total	18,802,000

The proportion of the funds received under this act that are expended from year to year for the several subjects mentioned in the act remains fairly constant. The reports for the year ending June 30, 1905, show the expenditures of the funds to have been as follows: For instruction, including salaries and facilities, in agriculture, 16.8 per cent; mechanic arts, 29.6 per cent; English language, 12.4 per cent; mathematical science, 11.8 per cent; natural and physical science, 23.2 per cent; economic science, 6.2 per cent. These figures show an increase of one-tenth of 1 per cent each for mechanic arts and English and a decrease of two-tenths of 1 per cent for natural and physical science. The proportion for the other subjects remains the same as the preceding year.

New technical courses were established as follows: Agricultural engineering by Iowa, civil and electrical engineering by Florida, veterinary science by Kansas, and civil engineering by Oklahoma. Short courses in agricultural subjects were established in Arkansas, Louisiana, and Tennessee. The number of institutions offering the various courses in engineering is as follows: Civil engineering, 41; chemical engineering, 39; mechanical engineering, 46; mining engi-

neering, 22; sanitary engineering, 7; railway engineering, 4; irrigation engineering, 3; metallurgical engineering, 5; textile engineering, 4.

The total number of students in all departments of the institutions during the year ending June 30, 1905, was 54,974, an increase of 1,813 over the number for the preceding year. Of the total number, 6,381 were reported in attendance at the separate institutions for colored students. Omitting the latter there were in the college departments of agriculture and mechanic arts 20,835 students, and in short and special courses 5,075 students.

The students in the regular college classes were pursuing courses as follows: Agriculture, 2,357; horticulture, 71; forestry, 45; mechanical engineering, 4,206; civil engineering, 3,528; electrical engineering, 2,843; mining engineering, 970; chemical engineering, 300; sanitary engineering, 31; textile engineering, 68; general engineering, including unclassified engineering students, 829; architecture, 225; household economy, 717; chemistry, 308; general science, 1,294; other courses, 3,043.

There were enrolled in short courses as follows: Agriculture, 4,175; horticulture, 173; dairying, 597; mechanic arts, 909; household economy, 536; mining, 20.

Of the students in separate institutions for colored people 3,990 were in preparatory departments, 709 in college departments, 56 in short and special courses, and 1,626 in other departments. The number enrolled in industrial courses was as follows: Agriculture, 1,624; carpentry, 689; machine-shop work, 234; blacksmithing, 497; shoemaking, 141; broom making, 15; wheelwrighting, 122; bricklaying, 246; painting, 105; printing, 113; harness making, 35; tailoring, 108; plastering, 189; sewing, 2,024; cooking, 774; laundering, 465; nursing, 42; millinery, 174.

The value of all property held for the benefit of the institutions amounts to \$81,497,445, an increase of nearly \$7,000,000 in one year. The proceeds from the sale of lands granted under the act of July 2, 1862, amount to \$12,045,629, and the value of such land remaining unsold is reported as \$4,168,746.

The total income of the institutions, excluding the Government appropriation for agricultural experiment stations, amounts to \$11,659,955, of which amount the several States and Territories contributed \$5,768,786, and the amount received from Federal sources was \$2,055,083.

An examination of the 1905 legislation of the several States affecting these institutions shows in many instances liberal provision for buildings and maintenance, especially for instruction and experimentation in agricultural subjects. Provision has been made by Wisconsin for an annual tax levy of two-sevenths of a mill on each dollar of the assessed valuation of all taxable property, and by Wyoming for three-eighths of a mill. Washington changed the name of the Washington Agricultural College and School of Science to State College of Washington. Florida provided for a complete reorganization of the higher educational system, including the University of Florida.

IV. MISCELLANEOUS ACTIVITIES.

The following statements show the chief miscellaneous activities of the Bureau for the year ending June 30, 1906:

DIVISION OF STATISTICS.

The work of collecting, tabulating, and summarizing the statistics of education is done by the clerks of the Statistical Division in charge of the Statistician. The information thus compiled usually fills between 800 and 900 pages of the Commissioner's Annual Report. During the scholastic year ending June 30, 1906, over 47,000 forms of inquiry were sent out by this Bureau. The first request for statistics is usually mailed from four to six weeks before the close of the school year, and a second request to those failing to respond to the first about the middle of June. A third request is mailed in September, and in hundreds of instances a fourth request is necessary to elicit information from important schools. The table following indicates the twenty-four different forms of inquiry sent out, the number of items on each, the number of blanks mailed, and the number of returns tabulated.

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed (about).
State systems	74	50	200
City systems	42	594	2,500
City and village systems	20	618	2,500
Public high schools	46	7,576	25,000
Private high schools	46	1,627	5,500
Normal schools	27	268	1,000
Universities and colleges	40	453	1,200
Colleges for women	22	122	350
Schools of technology	40	44	150
Agricultural colleges	45	65	300
Medical schools	15	148	350
Theological schools	13	156	350
Law schools	16	96	300
Dental schools	12	54	150
Schools of pharmacy	13	67	150
Veterinary schools	11	12	40
Schools for nurses	11	862	2,500
Manual training schools	48	209	600
Commercial schools	18	529	2,500
Schools for the colored race	83	275	1,000
Institutions for the blind	29	40	150
Institutions for the deaf	31	136	400
Institutions for the feeble-minded	23	40	150
Reform schools	28	99	300

DIVISION OF CORRESPONDENCE AND RECORDS.

Mail matter received:

Letters	11,697
Documents by mail	10,037
Documents (G. P. O.)	21,962
Acknowledgments	8,856
Statistical forms	14,318
Periodicals	15,905

Mail matter sent out:

Letters	10,374
Documents	41,428

Miscellaneous work:

Papers clipt	1, 153
Pages indexed and subindexed	15, 286
Extra pages of typewriting	9, 624
Ordinary records and bookkeeping.	

Registered matter received from—

	Pieces.
The Smithsonian Institution	111
Alaska	32
Miscellaneous sources	59
Registered matter sent out from the Bureau	156

LIBRARY DIVISION.

Books added to library, 1,213; loaned, 1,560; catalogs of educational institutions received, 9,949; pamphlets received, 1,600; bibliographies compiled (pages), 845; documents sent out, 600; duplicates of educational journals, etc., sent out, 650; index cards made for card catalog, on books, pamphlets, etc., 19,471; volumes received from the bindery, 500.

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the Office at the close of the year were as follows:

Commissioner.—Elmer Ellsworth Brown, California.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Clerk to Commissioner.—Charles E. Waters, Rhode Island.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Lewis A. Kalbach, Pennsylvania; Marion Letcher, Georgia; Henry E. Crouch, Tennessee; James Butler, Michigan; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; Mrs. Mary L. Graham, Idaho; Frederick R. Martin, Alabama.

Division of correspondence and records.—Mrs. Harriette F. Hovey, Illinois; Almos P. Bogue, Michigan; Miss Eleanor T. Chester, Illinois; Mrs. Rebecca L. Foot, South Carolina; Mrs. Emily V. D. Miller, Mississippi; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Miss Bertha Y. Hebb, Alabama; William F. Pahren, Ohio.

Division of editorial work.—Specialist in land-grant college statistics, Frederick E. Upton, New Jersey; specialist in foreign educational systems, Louis R. Klemm, Ohio; specialist in educational systems, Robert L. Packard, District of Columbia; translator, Miss Anna T. Smith, District of Columbia; Miss Frances G. French, Maine; Allen E. Miller, South Carolina; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. Adeline N. Chalker, New York.

Library and museum division.—Clerk in charge, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Miss Sophie Nussbaum, New York; Mrs. Louise D. Goldsberry, Ohio; Howard H. Howlett, Louisiana; assistant messenger, John E. Patton, North Carolina.

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania; clerk to general agent, Walter Shields, Pennsylvania; stenographer to general agent, Mrs. Lottie E. Condron, District of Columbia; superintendent of schools, southern district, William A. Kelly, Alaska;

superintendent of schools and reindeer stations, western central district, Axel E. Karlsen; superintendent of schools and reindeer stations, northwestern district, William T. Lopp, Indiana.

Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; John R. Hendley, Kansas; Miss Marie H. Young, Virginia; George W. Cole, District of Columbia; Henry Turner, Virginia; Joseph W. Williamson, Texas.

APPROPRIATIONS AND EXPENDITURES, 1890-1907.

The following tables show the appropriations for the Bureau of Education during the seventeen years of Commissioner Harris's incumbency, together with expenditures on account of the Bureau from other funds, to which are added the appropriations for the fiscal year ending June 30, 1907:

Appropriations for Bureau of Education from 1890 to 1907.

Year ending June 30—	Salaries.	Library.	Distributing documents.	Collecting statistics.	Rent.	Schools in Alaska.	Reindeer in Alaska.
1890.....	\$45,420	\$1,000	\$2,000	\$2,500	\$4,000	\$50,000	.....
1891.....	47,220	1,000	2,000	3,000	4,000	50,000	.....
1892.....	48,620	1,000	2,000	3,000	4,000	50,000	.....
1893.....	48,820	750	2,000	2,000	4,000	40,000	.....
1894.....	48,820	500	1,500	1,500	4,000	30,000	\$6,000
1895.....	48,820	500	2,500	2,500	4,000	30,000	7,500
1896.....	51,820	500	2,500	2,500	4,000	30,000	7,500
1897.....	52,020	500	2,500	2,500	4,000	30,000	12,000
1898.....	52,020	500	2,500	2,500	4,000	30,000	12,000
1899.....	52,020	250	2,500	2,500	4,000	30,000	12,500
1900.....	52,020	250	2,500	2,500	4,000	30,000	25,000
1901.....	53,620	250	2,500	2,500	4,000	30,000	25,000
1902.....	54,120	250	2,500	2,500	4,000	α 35,882	25,000
1903.....	54,740	250	2,500	2,500	4,000	α 19,742	25,000
1904.....	52,940	250	2,500	2,500	4,000	α 103,377	25,000
1905.....	52,940	250	2,500	2,500	4,000	α 145,153	25,000
1906.....	53,140	250	2,500	2,500	4,000	50,000	15,000
1907.....	54,940	250	2,500	2,500	4,000	100,000	9,000

α One-half of license fees collected outside of incorporated towns in Alaska.

Expended for the Bureau of Education from appropriations for the Department of the Interior.

Year ending June 30—	Contingent expenses.	Stationery.	Postage.	Miscellaneous printing and binding.
1890.....	\$1,510	\$921	\$1,085	\$17,634
1891.....	1,196	815	330	5,890
1892.....	999	1,255	690	33,976
1893.....	1,553	650	335	13,736
1894.....	1,416	1,021	525	25,941
1895.....	1,292	1,169	770	12,633
1896.....	1,035	692	775	1,846
1897.....	1,191	899	1,490	391
1898.....	1,063	742	538	2,390
1899.....	1,149	756	1,140	5,234
1900.....	1,207	568	1,030	4,113
1901.....	1,021	689	1,035	6,452
1902.....	1,615	648	990	6,488
1903.....	1,271	706	1,105	4,649
1904.....	1,606	949	1,080	3,441
1905.....	1,560	720	642	2,089
1906.....	1,414	395	630	1,355

Cost of printing for Bureau of Education from appropriations for printing and binding for Congress.

Document.	Number of pages.	Total number printed. ^a	Cost of total number.	Number for Bureau of Education.	Cost of Bureau's quota.
Annual Report:					
1889-90.....	1,750	38,606	\$43,159	20,000	\$22,258
1890-91.....	1,686	38,606	39,913	20,000	20,677
1891-92.....	1,330	38,606	34,666	20,000	18,058
1892-93.....	2,176	38,606	49,702	20,000	25,748
1893-94.....	2,340	38,606	58,148	20,000	30,122
1894-95.....	2,380	38,640	56,423	20,000	29,202
A. L. A. Catalog.....	614	25,640	5,463	10,000	2,130
Annual Report, 1895-96.....	2,360	38,640	55,241	20,000	28,596
Art and Industry, Part III.....	1,200	5,747	6,840	2,000	2,380
Annual Report, 1896-97.....	2,478	38,640	59,475	20,000	30,784
Art and Industry, Part IV.....	1,076	5,747	5,857	2,000	2,038
Annual Report:					
1897-98.....	2,768	38,640	63,741	20,000	32,992
1898-99.....	2,618	38,640	64,615	20,000	33,444
1899-1900.....	2,736	38,640	66,587	20,000	34,466
1901.....	2,624	38,640	60,483	20,000	31,280
1902.....	2,559	38,640	61,474	20,000	31,800
1903.....	2,618	38,640	63,249	20,000	32,740
1904.....	2,584	(?)	(?)	20,000	(?)
1905.....					\$20,000

^aIncludes the "usual number," which number was 1,550 to the year 1895, and 1,682 since that time, not included in the general distribution of documents.

^bLimit placed on cost of Annual Report in act making appropriations for sundry civil expenses of the Government for the year ending June 30, 1907.

CONCLUSION.

The Bureau of Education was established by Congress "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The Office has been found to be suited to the discharge of certain administrative functions which have been assigned to it from time to time. But the ordinary service which it renders is still the furtherance of the educational efforts of the several States and Territories, thru the dissemination of educational intelligence. If this service is efficient, as it has been for many years, it adds to the efficiency of every educational system and every educational institution thruout the land.

But attention should be directed to this fact: That the educational interests of our country are not only growing with our national growth, but are growing past the rate of our national growth. In all modern civilizations the responsibilities devolving upon educational institutions are increasing beyond all precedent. What modern movement for the betterment of life in human societies does not involve some change or some extension of the system of public instruction? Especially is this the case in democratic societies, and I think most of all in our own democracy. It is not simply that the steady improvement of the ordinary processes of education must be kept up, in full force, but new educational forces and appliances must be knit together into new institutions for which no pattern can be found, and large resources must be made available for education, where until of late an educational need was hardly known to exist. The new economic aims of our people can not otherwise be realized, nor can the new aims in public hygiene and sanitation, in the preven-

tion of crime, in the social improvement of rural communities, and in all other large movements for the betterment of human life.

I think it is clear that to render its proper service in this new educational situation the Bureau of Education must be strengthened and expanded. In my estimates for the year 1908 I have given some indication of what I regard as the first steps of such enlargement. I beg to present herewith the following bare enumeration of some of the most desirable lines of advance which should, I think, be followed in the near future:

1. In addition to the ordinary publications of the Bureau, there should be frequent issues of a bulletin, as provided in the act of May 28, 1896, which should furnish to the press of the country and to educational leaders and educational institutions a considerable volume of timely information with reference to movements and improvements in education in this land and in foreign lands; and more circulars of information of a substantial and permanent character should be issued.

2. The collection of educational documents, treatises, and periodicals at the Bureau of Education should be enlarged and made more available for the researches of advanced students and specialists. This Bureau should serve as a clearing house for the educational research carried on by universities, education offices, and special commissions thruout the country; and it should enter into cooperation with other Government offices of research referred to in the act of Congress of March 3, 1901, to further scientific investigation in accordance with the intent of that act.

3. Particularly in its relations with the agricultural and mechanical colleges subsidized by the National Government under the provisions of the act of Congress of August 30, 1890, this Bureau should render available to each of these institutions such information relating to the best methods of organization, experiment, and instruction as may be gathered from the experience of other institutions of similar character either at home or abroad.

4. So much of educational administration as is assigned to this Bureau, the management of schools for natives in Alaska and the industrial training of those natives, should be brought under closer supervision on both the educational and the business side, and new forms of industrial training should be devised and put into operation.

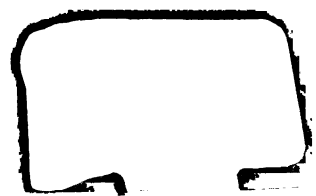
5. Attention should be called to the growth of international educational relations. These appear in the form of international congresses, of visiting commissions, of definite projects for strengthening the intellectual and spiritual bonds which unite one people with another, of proposals relating to the recognition by one country of the professional diplomas and licenses of other countries, and in a variety of other manifestations. They are of so great significance and promise that they suggest the desirability of some systematic and continuous provision in the Bureau of Education for the discharge of such duties in connection therewith as may properly fall to this Office.

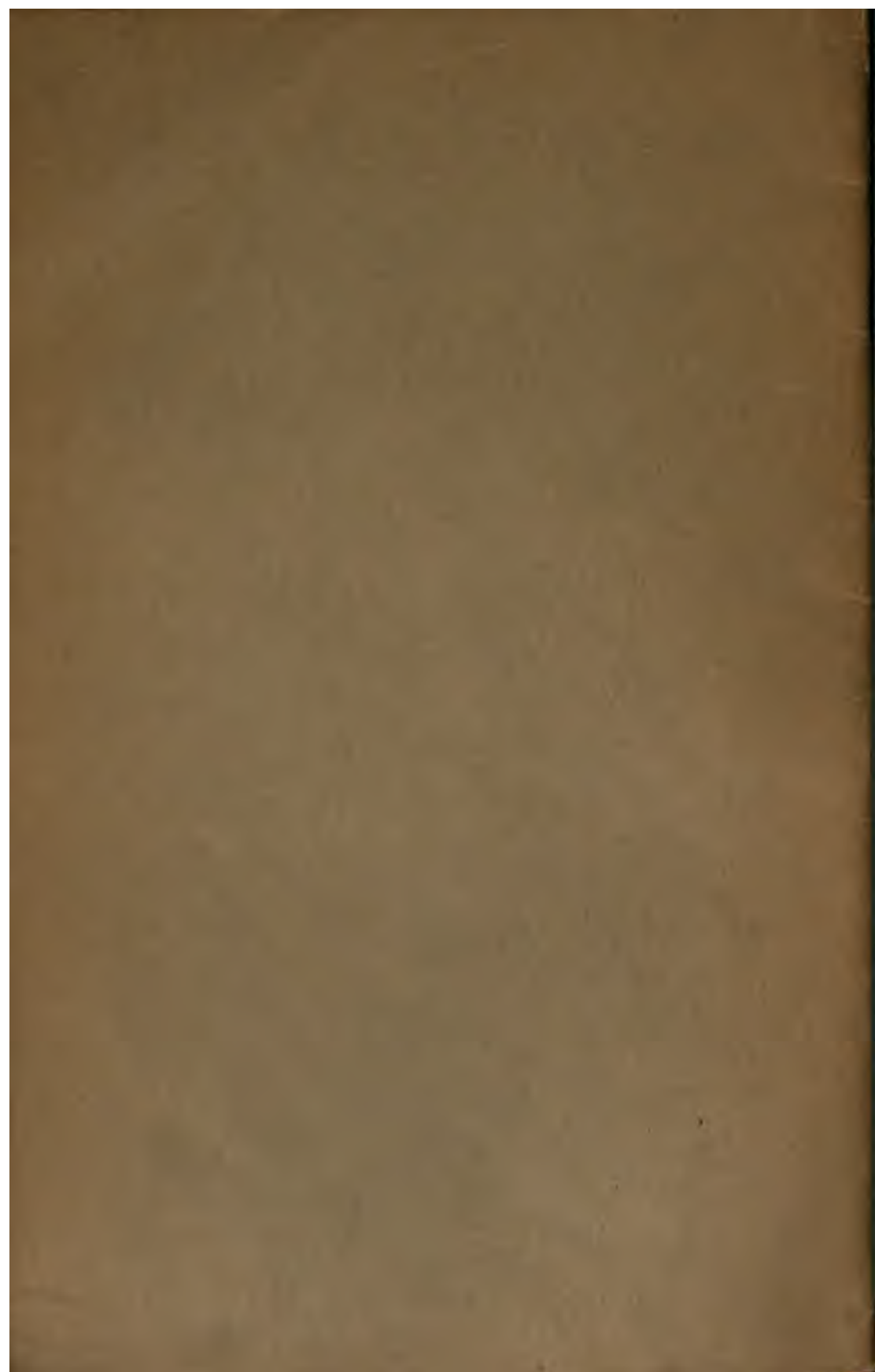
That the Bureau of Education may do its part in these growing activities, it will need in the near future enlarged quarters, increased appropriations for the various expense of publication, and the addition to its present force of a number of highly competent specialists.

All of which is respectfully submitted.

Hon. ETHAN A. HITCHCOCK,
Secretary of the Interior.

ELMER ELLSWORTH BROWN,
Commissioner.





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[Whole Number 361]

STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

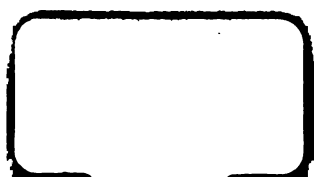
SECRETARY OF THE INTERIOR

FOR

THE YEAR ENDED JUNE 30, 1905.

U. S. Bur. of Educ.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1905.



[Whole Number 351]

STATEMENT

OF THE

COMMISSIONER OF EDUCATION

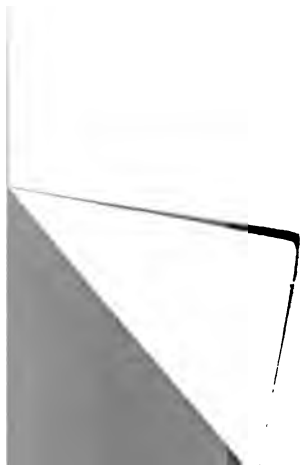
TO THE

SECRETARY OF THE INTERIOR

FOR

THE YEAR ENDED JUNE 30, 1905.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1905.



STATEMENT OF THE COMMISSIONER OF EDUCATION

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 2, 1905.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ending June 30, 1905:

Since my last statement the annual report of this Office for 1903 has been delivered by the Public Printer and distributed to institutions of education in this country and abroad. The report for 1904 has been in the hands of the printer for several months, and is now nearly ready for distribution.

I give the following general items, which condense into summaries the detailed statistics which go to make the bulk of my annual report for 1904:

Pupils enrolled in the common schools during the year, 16,256,038, the same being 20.01 per cent of the entire population, as estimated by the Bureau of the Census, viz, 81,241,246. In 1870 the number enrolled was 6,871,522, the same being 17.82 per cent of the population. In 1880 the percentage enrolled had increased somewhat, being at that time 19.67 per cent of the population. In 1890 the per cent of the total population was somewhat in excess of the present rate. The average daily attendance for 1904 was 11,318,256, the same being 69.6 per cent of the total number enrolled. This is the largest average attendance on the number enrolled ever reported in the United States. It was only 59.3 per cent in 1870. The actual average number of days attended by each pupil enrolled reached 102.1 days, which was 23.7 days in excess of that of 1870. The school term for the first time in the history of the United States reached 145 days in 1902. In 1904 it was 146.7. Some of these items are shown in the comparative table that follows.

The number "enrolled" shows us how far the school system reaches the people—how many of the population come under its influence for some portion of the year. The average number in attendance indicates the regularity and amount of schooling received while the schools are in session, but not the absolute amount. To get the absolute amount the length of the school term in days has to be considered also. The average attendance, given above as 69.6 per cent of the total number enrolled, does not signify that so many attended 200 days, the ideal school year, but only the 146.7 days which schools on an average continued in session. The actual average number of days attended by

each pupil enrolled was only 102.1, whereas 69.6 per cent of 200 days in ideal school term would be 139.2 days.

	1870.	1880.	1890.	1900.	1904.
Length of school terms, in days.....	132	130	135	144	146.7
Average number of days attended by each pupil enrolled.....	78	81	86	99	102.1
Number of male teachers.....	77,529	122,795	125,525	126,588	113,744
Number of female teachers.....	122,986	163,798	238,397	296,474	341,498
Amount expended for the support of public schools.....	\$63,396,666	\$78,094,687	\$140,506,715	\$214,964,618	\$273,216,227
Expenditure per capita of population..	\$1.64	\$1.56	\$2.24	\$2.84	\$3.36
Per cent of the amount of income from State taxes.....	18.4	.....	18.4	17.2	15.2
Per cent of the amount of income from local taxes.....	67.9	.....	67.9	68.0	69.2
Entire value of school property.....	.....	.....	\$342,531,791	\$550,069,217	\$685,101,343

Besides the enrolled in public elementary and secondary schools (16,256,038 pupils) and colleges (118,029 students), 1,370,244 in private elementary and secondary schools, and 152,479 in normal and other professional schools and manual training schools, something over 17,000,000 pupils in the aggregate (17,896,890), there were pupils enrolled in special institutions more or less educational in their character and more or less of a practical business character, as follows:

Enrollment in special schools in the United States in 1903-4.

Grade.	Number of pupils.		
	Public.	Private.	Total.
City evening schools.....	270,692	.....	270,692
Business schools.....	.....	138,363	138,363
Reform schools.....	33,871	.....	33,871
Schools for the deaf.....	11,760	507	12,267
Schools for the blind.....	4,236	.....	4,236
Schools for the feeble-minded.....	14,897	698	15,595
Government Indian schools.....	29,161	.....	29,161
Indian schools (Five Civilized Tribes).....	13,727	.....	13,727
Schools in Alaska supported by the Government.....	2,257	.....	2,257
Schools in Alaska supported by incorporated municipalities (estimated).....	2,000	.....	2,000
Orphan asylums and other benevolent institutions (estimated).....	.....	15,000	15,000
Private kindergartens (estimated).....	.....	106,932	106,932
Miscellaneous (including schools of music, oratory, elocution, cookery, and various special arts) (estimated).....	.....	50,000	50,000
Total for United States.....	382,601	310,500	698,101

Adding the enrolled of these special schools (693,101) to the total of schools, public and private (17,896,890), giving general education, we have a grand total of 18,589,991.

CITY AND VILLAGE SCHOOL SYSTEMS.

In 1904, 588 cities, containing 8,000 inhabitants and upward, and 624 villages, containing 4,000 to 8,000 inhabitants, were reported. The aggregate number of children enrolled in the public schools of these 588 cities was 4,374,463 pupils. These cities alone expended \$129,836,203. Their entire population in 1900 aggregated 25,318,591 people. In 1890, 442 cities of 8,000 inhabitants and upward reported an aggregate enrollment in the public schools of 2,627,275. The supervising officers in city schools number 5,619.

PUBLIC HIGH SCHOOLS.

Students receiving secondary instruction (the ninth to the thirteenth year's work of the course of study) numbered in all 822,235 in 1904, and only 367,003 in 1890. The number has more than doubled in fourteen years. Of these pupils, 652,804 were enrolled in public institutions and 169,431 in private institutions and in preparatory departments of institutions for higher education. The public high schools enroll 77 per cent of the entire number of secondary students. Secondary students numbered a little more than 1 per cent of the entire population in 1904, having increased from a little more than one-half of 1 per cent (0.59) in 1890. Thirty-six thousand three hundred and twenty-six teachers were engaged in public high schools and in private schools of the same grade.

The increase in public high schools has been very rapid in recent years. In 1890 there were 2,526 such schools, and in 1904, 7,230. There were 323,028 of the students in the public high schools studying Latin, 364,923 studying algebra, 11,158 studying Greek, 176,039 studying geometry, 251,397 studying history, 43,052 studying chemistry. The number studying Latin in 1892 was 39 per cent of the entire number of students attending public high schools, and in 1904 the per cent had increased to 50.81. The value of the school property of the high schools of the United States amounts to nearly 158 millions; that of private schools of the same grade amounts to about 70 millions. About one-half of the private schools are controlled by religious denominations.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

The total number of institutions of this class reporting in 1904 is 607, of which 121 admit women only, 130 universities and colleges admit only men to the undergraduate department, and 313 admit both men and women. Of the 43 schools of technology, 24 report women among their undergraduates. The total number of students resident at these institutions in 1904 was reported at 118,029. Of these, 71,817 men and 24,413 women were in universities and colleges for men and for both sexes, 6,341 were in colleges for women, 14,189 men and 1,269 women were in schools of technology. Comparing 1904 with 1890, the total number of men had increased from 44,926 to 86,006, and the number of women had increased from 10,761 to 32,023. Of the entire number (118,029), 52,131 were in classical courses and 13,009 were in other courses for general culture, 9,540 in general science courses, and 2,196 in agriculture, excluding short-course students.

It is interesting to note that the total value of property possessed by these institutions for higher education amounts to \$465,216,545. Seven of these institutions have endowments of more than \$5,000,000 each, and eight have from \$2,000,000 to \$5,000,000. The total amount of benefactions reported by the several institutions for higher education as having been received during the year is \$13,700,559. The total benefactions of all kinds for educational purposes, as well as for philanthropic purposes, for the year was, of course, very much larger than this.

PROFESSIONAL SCHOOLS.

Professional students and graduates for 1904 were as follows: Theological, 153 schools, 7,392 students (187 of these were women), 1,620

graduates; law, 95 schools, 14,306 students (of these 163 were women), 3,288 graduates; medical, 152 schools, 26,949 students (including 1,188 women), 5,702 graduates; dental, 54 schools, 7,325 students, 2,192 graduates; pharmaceutical, 63 schools, 4,457 students, 1,308 graduates; veterinary, 11 schools, 795 students, 198 graduates.

AGRICULTURAL AND MECHANICAL COLLEGES.

These institutions, 50 of them for white students and 16 for colored students, are included, most of them, in the list of universities and colleges already considered. A few of them are classed with secondary institutions or with State normal schools. These 66 institutions are endowed by the acts of Congress approved July 2, 1862, and August 30, 1890. In 1904 they received in the aggregate from the States and Territories in which they are situated the sum of \$5,654,758, and from the income derived from the land received under the land grant of 1862 \$730,004, and from later land and money grants \$1,315,959. The Federal Government contributed about 19 per cent in 1904 of the income of these colleges, as compared with 21 per cent in 1903. The total number of students in the collegiate departments of the institutions for white students was 20,894 (18,743 men and 2,151 women).

In the institutions for colored students there were 2,228 men and 1,926 women in the preparatory departments, and only 372 men and 299 women in the collegiate departments. According to the provisions of the act of Congress of August 30, 1890, none of the money received from the endowment provided by that act (\$25,000 a year to each State or Territory) can be appropriated for foreign languages, whether modern or classic. These languages are, however, provided for out of other funds. The total value of the property owned by these institutions is \$74,564,424, of which \$3,775,965 belong to the institutions for colored students. In tables on pages 24 and 25 is reported the disbursement of the fund of August 30, 1890, for the past year.

SCHOOLS FOR THE TRAINING OF TEACHERS.

In 1904 there were 269 public and private normal schools reporting to the Bureau. There were 63,627 normal students in these institutions, 10,848 of whom graduated at the close of the scholastic year. In 1890 there were 178 institutions, 34,814 students, and 5,237 graduated. The total number of students has nearly doubled, while the number of graduates has more than doubled. Besides these, there were 23,612 normal students in universities and colleges and high schools in 1904. State appropriations for public normal schools in 1890 amounted to \$1,312,419 for current expenses and \$900,533 for new buildings. In 1904 the amount for current expenses had reached \$3,927,808, and for buildings \$915,443. One hundred and forty-nine public normal schools report an aggregate of \$26,914,525 as the value of their school property.

MANUAL AND INDUSTRIAL TRAINING SCHOOLS.

One hundred and ninety-five schools of this class reported to the Bureau in 1904. The number of pupils for that year was 65,495 (35,327 boys and 30,168 girls), and the current expenses \$1,480,685.

Thirty-seven cities reported manual training in 1890 and 331 cities in 1904. There are in secondary schools six pupils in the hundred studying manual training. Besides manual training, technically so-called, without instruction for trade, a large majority of the schools report special trades as included in their course of study. Out of 156 schools that report the number of students in each branch, 137 report trades.

OTHER SCHOOLS.

Besides the items mentioned above, information is obtained by schedule regarding commercial education in business schools and other institutions. Commerce was taught in 1904 in 166 universities and colleges, 52 public and private normal schools, 693 academies, 3,192 public high schools, and 499 business schools, a total of 250,231 students being engaged in preparing themselves for commercial employment.

Reports show that in 1904 there were 39 schools for the blind, containing 4,236 pupils; 137 schools for the deaf, with 12,267 pupils; 25 State schools for the feeble-minded, with 14,897 pupils in attendance.

There were 95 reform schools in the United States in 1904, enrolling 35,124 pupils. Of these, 25,839 were learning useful trades.

In 1904 the enrollment in colored common schools in the sixteen former slave States and the District of Columbia numbered 1,577,385, the number of white pupils being 4,522,744. In 1877, the first year in which the statistics of the colored were taken separately, there were 571,506 colored pupils and 1,827,139 white pupils in the schools of the South. This number increased to 2,215,674 white pupils and 784,709 colored pupils in 1880. In 1890 the white pupils had increased to 3,402,420 and the colored pupils had increased to 1,296,959. The increase, therefore, in the past fourteen years of white pupils has been over 1,000,000 and that of the colored pupils 280,426. The expenditure for the public schools of both races in these sixteen States and the District of Columbia amounted to \$43,653,647 in the year 1904. The total amount of public funds expended during the period beginning in 1876 and ending in 1904, for white and colored, was \$771,840,721, of which it is estimated that more than \$139,000,000 were expended to support the common schools for negro children.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 1.—Common school statistics of the United States.

	1869-70.	1879-80.	1889-90.	1898-1899.	1899-1900.	1900-1901.	1901-2.	1902-3. ^a	1903-4. ^a
I.—General statistics.									
Total population.....	b 38,568,371	b 50,155,783	b 62,622,250	c 74,178,966	b 75,602,515	c 77,274,967	c 78,576,486	c 79,900,389	c 81,241,246
Persons 5 to 18 years of age.....	b 12,065,443	b 15,065,767	b 18,543,201	c 21,090,070	b 21,404,322	c 21,908,636	c 22,278,668	c 22,655,001	c 23,028,748
Pupils enrolled (duplicates excluded).....	6,871,522	9,867,605	12,722,561	15,176,219	15,503,110	15,702,617	15,917,865	16,009,861	16,256,088
Per cent of total population enrolled.....	17.82	19.67	20.32	20.46	20.51	20.32	20.26	20.04	20.01
Per cent of persons 5 to 18 years of age enrolled.....	57.00	65.50	68.61	71.96	72.43	71.67	71.45	70.67	70.59
Average daily attendance.....	4,077,347	6,144,143	8,159,535	10,828,896	10,682,772	10,716,094	11,064,164	11,054,502	11,318,256
Relation of same to enrollment (per cent).....	59.3	62.3	64.1	68.1	68.6	68.2	69.5	69.2	69.6
Average length of school term (days).....	182.2	180.3	184.7	183.0	144.3	143.7	144.7	147.2	146.7
Total number of days attended by all pupils.....	589,083,423	800,719,970	1,098,232,725	1,477,016,244	1,584,822,683	1,539,576,527	1,601,169,762	1,627,405,087	1,660,507,716
Average number of days attended by each person 5 to 18.....	44.7	58.1	59.2	70.0	71.8	70.3	71.9	71.8	72.1
Average number attended by each pupil enrolled.....	78.4	81.1	86.3	97.3	99.0	98.0	100.6	101.7	102.1
Male teachers.....	77,529	122,795	125,525	131,207	126,588	125,838	120,883	117,085	113,744
Female teachers.....	122,986	163,798	238,397	283,065	296,474	306,080	320,936	332,252	341,498
Whole number of teachers.....	200,515	286,593	363,922	414,272	423,062	431,918	441,819	449,287	455,242
Per cent of male teachers.....	38.7	42.8	34.5	31.7	29.9	29.1	27.4	26.0	25.0
Average monthly wages of male teachers <i>d</i>.....	.....	.....	.....	\$45.25	\$46.53	\$47.55	\$49.05	\$49.98	\$50.96
Average monthly wages of female teachers <i>d</i>.....	.....	.....	.....	\$38.14	\$38.93	\$39.17	\$39.77	\$40.51	\$41.54
Number of schoolhouses <i>e</i>	116,312	178,222	224,526	244,833	248,279	251,487	254,655	256,789	257,627
Value of all school property.....	\$130,383,008	\$209,571,718	\$342,531,791	\$523,679,996	\$550,069,217	\$572,125,215	\$599,449,384	\$643,903,228	\$685,101,343
II.—Financial statistics.									
Receipts:									
From income of permanent funds and rents.....	.....	.....	\$7,744,765	\$9,007,887	\$9,152,274	\$9,767,110	\$10,022,843	\$12,102,581	\$10,198,098
From State taxes.....	.....	.....	\$26,345,323	\$35,841,064	\$37,886,740	\$36,281,256	\$39,215,910	\$40,456,815	\$42,562,969
From local taxes.....	.....	.....	\$97,222,426	\$144,897,878	\$149,486,845	\$163,897,478	\$173,151,453	\$173,790,858	\$198,216,794
From all other sources.....	.....	.....	\$11,892,292	\$14,090,884	\$23,240,130	\$25,393,493	\$23,107,392	\$25,847,865	\$38,172,139
Total received.....	.....	.....	\$143,194,306	\$208,837,213	\$219,765,989	\$235,339,337	\$245,497,598	\$251,697,119	\$279,138,995
Per cent of total derived from—									
Income of permanent funds and rents.....	.....	.....	5.4	4.4	4.2	4.2	4.1	4.8	3.7
State taxes.....	.....	.....	18.4	17.4	17.2	15.4	16.0	16.1	15.2
Local taxes.....	.....	.....	67.9	71.3	68.0	69.6	70.5	69.0	69.2
All other sources.....	.....	.....	8.3	6.9	10.6	10.8	9.4	10.1	11.9

STATEMENT OF THE COMMISSIONER OF EDUCATION.

	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢
Expenditures:																				
For sites, buildings, furniture, libraries,																				
and apparatus.....																				
For salaries of superintendents and teach-																				
ers.....	\$87,882	566	\$55,942	972																
For all other purposes.....																				
Total expended.....	\$63,906	666	\$78,094	687																
Expenditure per capita of population.....	\$1.64		\$1.56																	
Expenditure per pupil (of average attendance):																				
For sites, buildings, etc.....																				
For salaries.....	\$9.26		\$9.10																	
For all other purposes.....																				
Total expenditure per pupil.....	\$15.55		\$12.71																	
Per cent of expenditure devoted to—																				
Sites, buildings, etc.....																				
Salaries.....	59.7		71.6																	
All other purposes.....																				
Average expenditure per day for each pupil																				
(cents):.....																				
For salaries.....	7.0		7.0																	
For all purposes.....	11.8		9.7																	

a The figures for this year are subject to correction.
b United States census.

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TABLE 2.—*Number of pupils and students of all grades in both public and private schools and colleges, 1903-4.*

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, and Indian Territory. *North Central Division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).			Pupils receiving secondary instruction (high school grades). ^a		In universities and colleges. ^c		In schools of medicine, law, and theology. ^e		In normal schools. ^g				Total higher.	
	Public.	Private (largely estimated).		Public. ^b	Private (in preparatory schools, academies, seminaries, etc.).	Public. ^d	Private.	Public. ^f	Private.	Total.	Public.	Private.	Total.	Public.	Private.
		3	2												
1				4	5	6	7	8	9	10	11	12	13	14	15
The United States...	15,620,280	1,200,813		652,804	168,431	44,209	84,552	128,761	10,565	50,659	61,224	51,635	11,992	463,627	106,409
North Atlantic Division...	3,636,898	439,467		211,304	51,477	5,946	34,957	40,903	399	17,425	17,824	19,421	1,258	20,679	25,766
South Atlantic Division...	2,291,278	104,271		36,089	23,970	5,767	10,955	16,722	1,532	6,845	8,377	4,250	1,021	5,271	11,549
South Central Division...	3,185,954	123,235		52,152	29,731	4,227	10,296	14,523	1,192	6,616	7,808	4,446	2,848	7,294	9,865
North Central Division...	6,596,279	475,060		304,439	51,751	21,845	24,434	46,279	6,623	18,233	24,856	19,614	6,843	26,457	48,082
Western Division.....	910,821	58,780		48,870	12,502	6,424	3,910	10,384	819	1,540	2,359	3,904	22	3,926	11,147
															5,472
															147,203

^aIncluding pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3. A classification of public and of private secondary students, according to the character of the institutions in which they are found, is given in Chap. 29, vol. 2, Education Report, 1904.

^bThis is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^cIncluding colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^dMainly State universities and agricultural and mechanical colleges.

^eIncluding also schools of dentistry, pharmacy, and veterinary medicine.

^fMainly in schools or departments of medicine, and law attached to State universities.

^gNonprofessional pupils in normal schools are included in columns 4 and 5.

^hTherefore, in addition to this number, 23,612 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. 28, vol. 2, Education Report, 1904.)

TABLE 3.—Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1870.	1880.	1890.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	α1903.	α1904.
The United States ..	3.86	3.96	4.46	4.99	5.09	5.20	5.09	5.23	5.13	5.18	5.17	5.21
North Atlantic Division ..	5.06	5.69	6.05	6.67	6.84	6.95	6.90	6.98	6.95	6.81	6.87	6.89
South Atlantic Division ..	1.23	2.22	2.73	3.01	3.07	3.32	3.11	3.26	3.41	3.46	3.46	3.55
South Central Division ...	1.12	1.86	2.42	2.87	3.03	3.04	3.09	3.21	3.02	3.11	3.10	3.14
North Central Division ...	4.01	4.65	5.36	6.00	6.01	6.15	6.01	6.18	5.97	6.07	6.01	6.01
Western Division	3.56	4.17	4.57	5.66	5.90	5.85	5.42	5.53	5.61	5.87	6.07	6.47

α Subject to correction.

TABLE 4.—The same, taking into account only the schooling furnished by public elementary and secondary schools.

	1870.	1880.	1890.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	α1903.	α1904.
The United States...	2.91	3.45	3.85	4.43	4.53	4.63	4.55	4.66	4.57	4.67	4.67	4.69
North Atlantic Division ..	4.43	4.84	4.99	5.64	5.78	5.88	5.85	5.91	5.88	5.97	6.00	5.98
South Atlantic Division ..	.80	1.90	2.42	2.74	2.79	3.05	2.83	2.95	3.10	3.15	3.18	3.25
South Central Division ...	.80	1.67	2.20	2.59	2.75	2.76	2.81	2.91	2.74	2.84	2.85	2.91
North Central Division ...	3.71	4.19	4.67	5.35	5.40	5.51	5.41	5.57	5.40	5.51	5.43	5.39
Western Division	2.77	3.57	3.98	5.12	5.36	5.34	4.96	4.99	5.01	5.36	5.54	5.85

α Subject to correction.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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STATISTICS OF STATE SCHOOL SYSTEMS, 1903-4.

TABLE 5.—Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Census Office esti- mate of total popula- tion in 1904.	Pupils en- rolled in the ele- mentary and sec- ondary common schools.	Per cent of the popula- tion en- rolled.	Average daily at- tendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
United States.....	81,241,246	16,256,038	20.01	11,318,256	113,744	341,498	455,242
North Atlantic Division...	22,502,587	3,843,908	17.08	2,866,074	17,283	95,873	113,156
South Atlantic Division...	11,077,704	2,324,906	20.99	1,503,917	18,332	84,191	52,523
South Central Division.....	15,244,015	3,235,121	21.22	2,074,304	28,654	40,149	68,803
North Central Division.....	27,927,947	5,895,681	21.11	4,188,517	43,678	148,606	192,284
Western Division.....	4,488,993	956,472	21.31	685,444	5,797	22,679	28,476
North Atlantic Division:							
Maine.....	707,818	131,176	18.53	98,257	791	5,902	6,693
New Hampshire.....	425,612	65,673	15.43	48,673	194	2,201	2,395
Vermont.....	348,129	66,585	19.11	48,845	324	2,986	3,310
Massachusetts.....	3,081,906	494,042	16.29	391,771	1,247	13,494	14,741
Rhode Island.....	461,776	70,843	15.34	51,692	177	1,878	2,055
Connecticut.....	973,284	168,141	16.76	123,317	841	4,169	4,510
New York.....	7,775,182	1,300,065	16.72	963,780	4,901	33,632	38,533
New Jersey.....	2,059,165	352,203	17.10	239,505	1,052	7,642	8,694
Pennsylvania.....	6,719,715	1,200,230	17.86	900,234	8,256	23,969	32,225
South Atlantic Division:							
Delaware.....	191,231	36,896	19.98	25,300	210	621	831
Maryland.....	1,246,304	209,978	16.85	130,065	924	4,183	5,107
District of Columbia.....	298,050	49,789	16.70	39,800	176	1,249	1,425
Virginia.....	1,983,464	375,601	19.57	224,769	2,377	6,667	9,044
West Virginia.....	1,037,204	244,040	23.53	158,264	3,720	3,877	7,597
North Carolina.....	2,004,154	491,838	24.54	318,055	3,888	5,598	9,486
South Carolina.....	1,415,984	292,115	20.63	214,133	2,526	3,290	5,816
Georgia.....	2,367,923	502,014	21.49	310,400	3,630	6,712	10,342
Florida.....	588,390	122,636	21.02	88,631	931	1,994	2,925
South Central Division:							
Kentucky.....	2,262,590	501,482	22.48	309,836	4,513	5,936	10,449
Tennessee.....	2,121,856	502,330	23.67	344,832	4,220	5,393	9,613
Alabama.....	1,954,817	365,171	19.03	240,000	3,103	3,200	6,303
Mississippi.....	1,655,938	408,647	24.77	233,175	3,028	5,894	8,922
Louisiana.....	1,486,841	208,737	14.29	156,794	1,339	3,479	4,818
Texas.....	3,373,982	722,904	21.43	461,938	6,613	9,746	16,359
Arkansas.....	1,384,904	339,542	24.52	212,131	4,162	3,600	7,762
Oklahoma.....	526,275	152,886	29.05	93,495	1,356	2,315	3,671
Indian Territory.....	476,812	38,422	8.06	23,053	320	586	906
North Central Division:							
Ohio.....	4,351,633	385,607	19.20	618,495	9,094	17,458	26,552
Indiana.....	2,646,086	550,732	20.81	416,047	6,585	9,671	16,256
Illinois.....	5,219,630	978,554	18.75	783,563	6,248	21,223	27,471
Michigan.....	2,530,016	497,299	19.66	388,092	2,684	14,081	16,765
Wisconsin.....	2,219,326	461,214	20.78	288,300	1,947	11,722	13,669
Minnesota.....	1,927,838	423,663	21.98	272,500	1,867	11,216	13,083
Iowa.....	2,359,677	545,940	23.14	373,023	3,606	26,019	29,625
Missouri.....	3,277,657	731,410	22.32	464,706	5,210	11,826	17,036
North Dakota.....	370,410	95,224	25.71	58,442	1,245	4,113	5,358
South Dakota.....	422,758	106,822	25.27	73,700	946	4,079	5,025
Nebraska.....	1,067,766	278,930	26.12	180,771	1,389	8,325	9,714
Kansas.....	1,535,160	390,236	25.42	270,878	2,857	8,873	11,730
Western Division:							
Montana.....	233,493	44,881	16.20	31,471	216	1,052	1,268
Wyoming.....	104,523	14,512	15.68	9,650	89	481	570
Colorado.....	590,280	134,260	22.75	95,117	738	3,550	4,288
New Mexico.....	209,322	39,704	18.97	29,582	412	440	852
Arizona.....	136,807	21,088	15.41	13,022	110	409	519
Utah.....	303,137	75,662	24.96	56,183	553	1,165	1,718
Nevada.....	42,335	7,319	17.29	5,182	39	318	357
Idaho.....	191,060	54,480	28.51	39,817	366	1,065	1,431
Washington.....	582,451	161,651	27.75	110,774	1,131	3,644	4,775
Oregon.....	451,868	103,877	22.99	72,464	847	3,199	4,046
California.....	1,593,717	299,038	18.76	222,182	1,296	7,356	8,652

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STATISTICS OF STATE SCHOOL SYSTEMS, 1903-4.

TABLE 6.—Average number of days taught, salaries of teachers, value of school property, and State and local taxation, 1903-4.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Fe-males.				
1	2	3	4	5	6	7	8
United States.....	146.7	\$50.96	\$41.54	\$685,101,343	\$42,552,969	\$193,215,794	\$38,172,139
North Atlantic Division.....	176.5	67.55	43.57	279,218,286	14,030,160	78,439,500	19,248,540
South Atlantic Division.....	117.2	32.12	29.51	28,615,462	5,235,716	8,285,395	1,955,250
South Central Division.....	107.9	43.51	35.77	38,382,145	7,657,635	8,086,706	2,118,093
North Central Division.....	156	54.54	42.30	278,382,058	9,152,171	84,146,403	8,289,330
Western Division.....	147.9	70.98	56.42	60,503,392	6,477,287	14,307,791	1,560,926
North Atlantic Division:							
Maine.....	139	38.51	28.40	5,435,916	577,333	1,584,963	.....
New Hampshire.....	146.55	45.87	29.78	4,127,957	62,032	1,069,241	80,411
Vermont.....	155	47.36	30.04	3,034,187	138,317	886,018	64,763
Massachusetts.....	185	145.48	55.37	49,934,764	133,225	15,854,800	264,949
Rhode Island.....	193	122.28	52.23	6,011,012	139,888	1,478,880	84,842
Connecticut.....	189.08	106.63	45.78	13,259,923	399,131	2,894,412	334,632
New York.....	177			107,553,134	4,259,776	30,695,329	12,635,064
New Jersey.....	182	107.02	54.46	19,861,393	2,874,283	6,026,677	9,314
Pennsylvania.....	162.7	51.96	39.14	70,000,000	5,446,175	17,949,180	5,774,565
South Atlantic Division:							
Delaware.....	170.1	36.60	34.08	1,043,997	89,432	175,735	25,030
Maryland.....	181.4			4,790,000	712,112	1,801,602	271,309
District of Columbia.....	181	94.48	64.31	5,594,827	0	1,576,354	0
Virginia.....	122	34.56	27.20	3,907,064	1,008,761	1,008,542	65,367
West Virginia.....	123			4,806,048	422,015	1,821,894	241,071
North Carolina.....	89.2	28.55	25.38	2,927,071	1,254,814	377,481	308,148
South Carolina.....	94.5	25.96	23.20	2,000,000	779,754	200,868	280,330
Georgia.....	118			2,256,408	800,000	593,257	747,132
Florida.....	108	44.03	35.93	1,290,052	168,828	729,662	16,863
South Central Division:							
Kentucky.....	90	50.90	39.18	6,117,962	1,695,575	882,713	144,851
Tennessee.....	103	39.00	34.00	4,922,531	271,614	1,823,002	505,887
Alabama.....	102.5	31.00	27.00	2,200,000	831,210	115,156	150,000
Mississippi.....	123	33.54	29.46	2,190,000	1,250,000	296,668	124,576
Louisiana.....	130	36.25	31.43	2,680,000	469,544	890,372	127,008
Texas.....	117.24	55.24	48.27	14,590,675	2,362,430	1,441,960	898,622
Arkansas.....	92.8	38.21	33.27	3,355,292	542,685	1,240,648	47,040
Oklahoma.....	100	44.00	38.00	2,123,000	234,577	886,584	106,628
Indian Territory.....	158			202,685	0	454,608	13,481
North Central Division:							
Ohio.....	160	45	40	51,062,804	1,858,228	14,707,114	1,027,005
Indiana.....	138	56.84	50.64	27,030,319	1,698,869	6,698,362	611,609
Illinois.....	160	67.33	57.95	61,783,578	925,067	18,349,638	769,453
Michigan.....	165	57.33	40.55	25,514,662	1,572,163	6,229,280	717,054
Wisconsin.....	169	55.50	35.26	16,574,795	1,231,695	5,542,087	1,035,078
Minnesota.....	159.9	58.80	40.56	20,761,499	617,450	5,288,289	1,084,182
Iowa.....	160	48.24	35.51	22,666,498	0	9,316,776	1,104,768
Missouri.....	148	44.05	43.11	24,767,525	1,046,037	6,853,512	572,154
North Dakota.....	142.3	47.87	40.90	3,757,253	0	1,624,337	146,458
South Dakota.....	138	40.03	38.52	4,244,816	0	1,662,195	102,841
Nebraska.....	139	55.24	41.40	10,919,922	202,662	3,252,332	978,154
Kansas.....	140	46	39	9,298,387	0	4,622,531	190,574
Western Division:							
Montana.....	107	76.89	52.04	4,832,014	493,236	585,069	84,710
Wyoming.....	110	73.68	43.36	453,607	0	223,266	25,223
Colorado.....	158.4	73.47	55.69	10,265,046	0	3,560,287	429,886
New Mexico.....	85	64.77	64.77	880,165	214,644	.....	102,246
Arizona.....	128	81.05	69.59	882,790	32,439	284,182	84,900
Utah.....	153	77.43	54.39	3,537,772	403,762	1,126,079	124,885
Nevada.....	158.7	108.47	63.39	269,965	14,019	97,314	33,139
Idaho.....	136	67.07	52.84	1,798,456	71,821	619,482	119,414
Washington.....	129.5	60.24	49.70	8,732,996	1,632,210	1,759,252	183,417
Oregon.....	158.4	54.22	42.05	4,390,838	0	1,407,892	122,975
California.....	166.5	87.01	67.19	24,509,743	3,615,156	4,644,968	250,131

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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STATISTICS OF STATE SCHOOL SYSTEMS, 1903-4.

TABLE 7.—Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes, 1903-4.

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Average daily expenditure per pupil.
1	2	3	4	5	6	7
United States	\$49,453,269	\$167,824,753	\$55,938,205	\$273,216,227	\$3.36	<i>Cents.</i> 16.5
North Atlantic Division	23,842,402	58,846,270	22,644,167	105,332,839	4.68	20.8
South Atlantic Division	1,803,262	11,753,793	2,350,901	15,907,956	1.44	9.0
South Central Division	2,035,898	15,421,518	2,413,317	19,870,733	1.30	8.9
North Central Division	16,963,470	67,330,087	23,370,130	107,663,687	3.85	16.4
Western Division	4,808,237	14,473,085	5,159,690	24,441,012	5.44	24.1
North Atlantic Division:						
Maine.....	438,268	1,275,471	366,370	2,080,109	2.94	15.2
New Hampshire.....	215,121	795,790	365,788	1,376,899	3.24	19.3
Vermont.....	102,601	728,713	345,270	1,176,784	3.38	15.5
Massachusetts.....	3,252,392	9,536,660	3,647,616	16,436,668	5.42	22.7
Rhode Island.....	278,022	1,151,455	375,285	1,804,762	3.91	18.1
Connecticut.....	722,989	2,290,871	781,400	3,795,260	3.90	16.3
New York.....	12,093,296	25,155,684	6,501,297	43,750,277	5.63	24.3
New Jersey.....	1,579,170	4,933,185	2,326,160	8,838,515	4.29	20.3
Pennsylvania.....	5,160,543	12,978,041	7,934,981	26,073,565	3.88	17.8
South Atlantic Division:						
Delaware.....	79,306	279,556	94,808	453,670	2.46	10.5
Maryland.....	137,758	2,186,453	431,077	2,755,288	2.21	11.7
District of Columbia.....	282,968	985,685	307,711	1,576,354	5.28	22.2
Virginia.....	206,313	1,676,777	254,275	2,137,365	1.11	7.8
West Virginia.....	370,294	1,590,429	570,932	2,531,655	2.44	13.0
North Carolina.....	272,950	1,350,163	452,453	2,075,566	1.04	7.3
South Carolina.....	110,678	1,011,944	69,341	1,191,963	.84	5.9
Georgia.....	234,969	1,963,397	41,881	2,240,247	.96	6.1
Florida.....	108,036	709,389	128,423	945,848	1.62	10.5
South Central Division:						
Kentucky.....	295,655	2,219,178	148,030	2,662,863	1.19	9.5
Tennessee.....	340,546	1,962,266	299,329	2,602,141	1.23	7.3
Alabama.....	99,625	902,509	349,738	1,252,247	.64	5.1
Mississippi.....	54,007	1,573,416	241,121	1,868,544	1.16	6.5
Louisiana.....	99,625	1,255,352	196,255	1,551,232	1.06	7.7
Texas.....	620,378	4,896,305	683,904	6,200,587	1.84	11.4
Arkansas.....	166,606	1,472,625	90,621	1,729,879	1.25	8.8
Oklahoma.....	296,087	798,094	265,443	1,359,624	2.58	14.5
Indian Territory.....	162,994	341,746	138,876	643,616	1.35	17.7
North Central Division:						
Ohio.....	1,179,179	10,557,909	4,064,914	15,802,002	3.63	16.0
Indiana.....	1,328,577	6,970,452	1,064,421	9,363,450	3.54	16.3
Illinois.....	4,143,193	12,812,511	4,837,047	21,792,751	4.18	17.4
Michigan.....	1,265,896	5,688,103	2,204,015	9,158,014	3.62	14.3
Wisconsin.....	1,365,590	4,852,159	1,667,301	7,885,050	3.55	16.2
Minnesota.....	1,656,308	4,958,947	1,458,068	8,073,323	4.14	18.5
Iowa.....	992,361	6,541,754	3,162,578	10,696,693	4.53	17.9
Missouri.....	2,525,692	5,637,694	1,714,812	9,878,198	3.01	14.4
North Dakota.....	564,039	1,176,175	576,132	2,316,346	6.25	27.8
South Dakota.....	348,999	1,865,151	524,985	2,239,135	5.29	22.0
Nebraska.....	825,914	3,105,836	842,396	4,774,146	4.47	15.8
Kansas.....	767,722	3,663,596	1,258,461	5,684,579	3.70	15.0
Western Division:						
Montana.....	367,131	651,738	217,384	1,236,253	4.46	36.7
Wyoming.....	27,597	180,386	45,568	253,551	2.50	23.8
Colorado.....	587,019	2,288,749	1,109,199	3,984,967	6.75	26.4
New Mexico.....	52,693	250,123	50,196	353,012	1.69	14.0
Arizona.....	56,916	256,714	125,198	438,828	3.21	26.3
Utah.....	330,221	831,244	495,769	1,657,234	5.47	19.3
Nevada.....	36,527	95,584	125,390	257,501	6.08	31.3
Idaho.....	261,670	482,685	257,039	1,001,394	5.24	18.6
Washington.....	859,468	2,246,662	947,338	4,053,468	6.96	28.3
Oregon.....	356,196	1,161,349	285,794	1,803,339	3.99	15.7
California.....	1,872,799	6,027,851	1,500,815	9,401,465	5.90	25.4

STATISTICS OF CITY SCHOOL SYSTEMS, 1903-4.

TABLE 8.—Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.

State or Territory.	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervising and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States	588	4,374,463	3,354,806	Days. 187.9	10,088	92,155	\$74,332,482	\$129,836,203
North Atlantic Division ..	242	2,132,257	1,632,457	189.9	4,655	45,488	39,659,919	70,617,085
South Atlantic Division ..	45	297,272	217,325	182.1	770	5,897	3,845,343	5,371,379
South Central Division ..	52	243,977	178,689	179.8	650	4,644	2,890,879	4,856,941
North Central Division ..	211	1,422,568	1,112,693	187.5	3,292	30,174	22,695,382	40,057,112
Western Division	38	278,389	213,642	188.2	721	5,952	5,240,959	9,433,686
North Atlantic Division:								
Maine	9	25,050	19,594	169.1	61	703	348,310	547,665
New Hampshire	10	20,980	16,672	180.4	61	532	313,847	527,283
Vermont	3	7,899	5,598	179.2	14	171	88,248	145,188
Massachusetts	57	375,223	310,560	189.1	949	8,883	7,892,144	12,793,603
Rhode Island	10	56,822	41,689	189.5	222	1,312	916,693	1,540,641
Connecticut	22	96,351	75,278	190.6	238	2,293	1,469,466	2,419,680
New York	50	881,799	667,652	191.8	1,899	18,186	19,457,828	35,044,891
New Jersey	27	197,549	146,338	188.4	340	4,238	3,059,682	5,271,733
Pennsylvania	54	470,584	349,086	189.6	971	9,170	6,613,701	12,326,401
South Atlantic Division:								
Delaware	1	10,949	8,187	191	11	274	141,740	224,835
Maryland	5	89,086	60,822	188.3	218	1,679	1,225,101	1,463,475
District of Columbia ..	1	49,789	39,300	181.2	178	1,250	995,175	1,585,653
Virginia	10	40,261	30,233	184.8	107	710	390,601	495,254
West Virginia	4	14,184	10,398	177.9	39	320	174,191	353,074
North Carolina	9	22,165	15,305	172.7	70	415	180,281	280,731
South Carolina	4	16,410	12,632	181.6	26	215	101,431	119,851
Georgia	7	41,565	32,107	181.7	95	802	501,818	665,850
Florida	4	12,893	8,341	148	26	232	135,605	182,656
South Central Division:								
Kentucky	9	52,282	38,123	193.2	138	1,059	733,480	1,020,581
Tennessee	6	39,955	29,371	179.3	111	779	419,664	667,520
Alabama	6	18,346	13,764	169	49	336	181,065	264,521
Mississippi	4	8,636	6,154	155.1	22	178	82,356	90,727
Louisiana	3	34,994	27,404	184.2	32	892	469,225	602,602
Texas	18	68,944	48,585	173.9	239	1,153	806,683	1,331,951
Arkansas	4	14,070	10,463	177.6	38	215	141,826	188,913
Oklahoma	2	6,750	4,825	178.7	21	132	57,080	190,126
Indian Territory								
North Central Division:								
Ohio	38	272,528	215,465	186.9	707	5,628	4,434,378	7,425,101
Indiana	26	110,004	84,294	183	434	2,499	1,716,031	3,321,081
Illinois	36	389,852	306,765	190.5	712	7,563	6,841,311	12,245,847
Michigan	29	138,341	110,271	190.9	272	3,296	2,134,085	3,416,178
Wisconsin	22	113,157	88,956	189.2	370	2,454	1,629,583	2,497,949
Minnesota	9	91,622	74,641	187.8	121	2,079	1,554,580	2,422,115
Iowa	21	74,812	59,098	179.8	173	1,937	1,101,974	2,028,102
Missouri	12	151,437	111,023	188.4	342	3,050	2,206,474	4,652,844
North Dakota	2	3,912	3,426	179.2	10	97	62,761	131,819
South Dakota	1	2,546	1,850	180	3	58	27,722	64,158
Nebraska	3	30,763	23,577	182.3	36	705	487,878	807,559
Kansas	12	43,594	33,327	174.6	112	808	498,805	1,044,368
Western Division:								
Montana	4	14,130	11,598	174.1	26	350	316,776	555,916
Wyoming	1	1,348	1,035	156.5	2	30	23,600	39,115
Colorado	6	51,045	37,915	183.9	159	1,104	1,039,025	1,754,878
New Mexico								
Arizona	1	1,583	994	164.9	1	30	18,467	31,589
Utah	2	18,250	14,729	171.3	64	389	279,247	531,127
Nevada								
Idaho	1	2,368	1,752	176	8	49	35,870	85,566
Washington	7	48,141	36,618	184.8	124	1,008	780,550	1,723,976
Oregon	2	16,354	12,778	188.6	37	346	244,954	571,866
California	14	125,220	96,223	196.2	300	2,646	2,602,470	4,139,653

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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STATISTICS OF SECONDARY EDUCATION, 1903-4.

TABLE 9.—*Instructors and students in public high schools and in private high schools and academies.*

State or Territory.	Public high schools.					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary stu- dents.		Num- ber.	Secondary teachers.		Secondary students.	
		Male.	Fe- male.	Male.	Female.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	7,230	12,825	13,935	266,089	369,769	1,606	4,051	5,515	51,599	51,808
North Atlantic Division ..	1,635	3,467	5,141	88,690	118,320	589	1,837	2,351	21,658	18,634
South Atlantic Division ..	507	822	696	13,624	20,004	284	648	853	8,381	7,927
South Central Division ..	771	1,175	895	19,764	29,408	293	531	663	8,381	9,071
North Central Division ..	3,895	6,462	6,185	125,110	175,242	322	743	1,234	9,248	12,063
Western Division	422	899	1,018	18,851	26,800	118	292	414	3,481	4,113
North Atlantic Division:										
Maine	168	194	227	4,318	5,571	30	51	86	1,176	1,249
New Hampshire	57	83	121	1,847	2,440	28	106	60	1,394	627
Vermont	67	71	112	1,681	2,309	20	44	56	719	791
Massachusetts	249	751	1,206	20,437	24,889	89	289	421	2,989	2,808
Rhode Island	20	77	97	1,673	2,236	12	46	58	379	390
Connecticut	77	141	278	4,104	5,177	54	143	188	1,345	1,414
New York	416	1,065	1,946	33,171	43,437	169	489	723	4,519	5,376
New Jersey	102	229	415	5,519	7,890	58	219	223	2,272	1,390
Pennsylvania	479	856	739	15,940	24,371	129	450	536	6,865	4,589
South Atlantic Division:										
Delaware	15	23	35	555	824	3	8	9	74	69
Maryland	60	132	102	2,288	2,708	39	128	136	1,089	990
District of Columbia ..	7	78	110	1,477	2,227	21	41	149	266	788
Virginia	64	88	97	1,754	2,824	63	144	191	1,839	1,646
West Virginia	40	70	49	887	1,455	13	26	41	533	503
North Carolina	39	53	60	1,201	1,812	73	182	154	2,654	1,792
South Carolina	98	135	82	1,931	2,509	18	45	54	539	672
Georgia	136	181	122	2,800	4,284	47	73	89	1,313	1,273
Florida	48	67	39	781	1,361	7	1	30	74	254
South Central Division:										
Kentucky	79	132	134	2,656	3,859	68	110	190	1,722	1,740
Tennessee	92	112	101	1,968	3,219	59	101	112	1,962	1,735
Alabama	76	108	74	1,859	2,667	26	50	58	687	770
Mississippi	99	115	108	1,775	2,381	32	53	53	917	837
Louisiana	45	71	83	1,131	1,851	24	31	66	422	751
Texas	300	504	299	8,263	12,163	52	132	124	2,075	2,127
Arkansas	54	78	57	1,259	1,995	23	35	42	874	982
Oklahoma	21	47	31	762	1,053	4	9	13	74	91
Indian Territory	5	8	8	91	215	5	10	5	108	88
North Central Division:										
Ohio	778	1,322	851	22,998	29,113	43	98	205	977	1,353
Indiana	552	991	515	14,365	18,415	24	54	118	753	1,182
Illinois	396	881	939	18,143	26,530	58	113	232	1,247	2,324
Michigan	369	571	789	13,138	18,355	15	39	75	432	558
Wisconsin	226	392	569	9,433	12,941	21	79	111	718	737
Minnesota	155	282	490	7,341	10,897	28	93	83	1,239	1,050
Iowa	345	488	806	12,709	18,208	33	64	94	1,012	1,217
Missouri	309	590	438	10,511	15,731	64	134	181	1,649	2,061
North Dakota	39	52	61	788	1,218	1	0	2	6	30
South Dakota	89	102	85	1,564	2,383	6	13	21	178	305
Nebraska	349	398	320	6,432	9,943	16	24	69	478	549
Kansas	288	393	322	7,688	11,508	13	32	43	559	697
Western Division:										
Montana	25	43	72	925	1,588	4	2	11	17	142
Wyoming	11	17	10	218	309	1	0	6	0	20
Colorado	55	160	176	3,083	4,562	7	0	44	7	290
New Mexico	9	20	18	244	270	2	1	3	17	12
Arizona	4	8	6	105	171	2	0	4	1	44
Utah	11	32	37	598	921	12	90	39	1,512	1,126
Nevada	9	11	8	139	247	4	8	11	180	160
Idaho	13	25	15	371	491	4	8	11	180	160
Washington	81	148	152	2,756	4,102	14	18	44	813	381
Oregon	68	87	57	1,451	2,175	13	45	47	335	408
California	136	348	467	8,961	11,964	59	128	205	1,149	1,535

STATISTICS OF HIGHER EDUCATION, 1903-4.

TABLE 10.—*Instructors and students in public and private normal schools of the United States.*

State or Territory.	Public normal schools.					Private normal schools.				
	Num-ber.	Teachers of normal stu-dents.		Students in normal course.		Num-ber.	Teachers of normal stu-dents.		Students in normal course.	
		Male.	Fe-male.	Male.	Fe-male.		Male.	Fe-male.	Male.	Fe-male.
1	2	3	4	5	6	7	8	9	10	11
United States	178	1, 145	1, 701	11, 381	40, 254	91	346	322	5, 368	6, 624
North Atlantic Division ..	62	360	728	3, 279	16, 142	6	24	76	290	968
South Atlantic Division ..	25	122	201	1, 035	3, 215	24	38	68	297	724
South Central Division ..	23	130	132	1, 467	2, 979	26	74	76	1, 521	1, 327
North Central Division ..	47	396	480	4, 950	14, 664	34	212	99	3, 256	3, 597
Western Division	21	137	160	650	3, 254	1	3	3	4	18
North Atlantic Division:										
Maine	5	7	25	106	653	1	1	3	3	13
New Hampshire	1	3	6	3	125					
Vermont	3	4	16	36	273					
Massachusetts	11	52	119	97	1, 799	3	0	21	0	177
Rhode Island	1	3	26	0	232					
Connecticut	4	14	48	0	577					
New York	18	89	236	649	6, 783	1	17	51	186	618
New Jersey	4	22	66	36	776					
Pennsylvania	15	166	186	2, 353	4, 924	1	6	1	101	160
South Atlantic Division:										
Delaware	1	4	8	4	274	1	1	0	10	18
Maryland	2	2	19	12	150	1	0	7	0	12
District of Columbia ..	3	20	22	98	249	2	3	7	1	36
Virginia	6	29	35	388	363	1	3	7	17	46
West Virginia	5	21	48	327	1, 060	8	17	31	154	402
North Carolina	1	7	32	0	371	4	3	6	56	68
South Carolina	5	30	28	143	639	5	3	8	24	106
Georgia	2	9	9	63	109	2	3	2	35	36
Florida										
South Central Division:										
Kentucky	2	7	5	28	100	6	10	6	138	170
Tennessee	1	18	6	163	292	7	16	25	343	376
Alabama	5	32	44	330	696	7	28	26	774	553
Mississippi	3	5	0	70	55	2	6	14	73	101
Louisiana	2	6	30	60	546					
Texas	4	27	24	516	860	2	10	3	133	92
Arkansas	2	4	5	38	46	2	4	2	60	35
Oklahoma	4	31	18	262	384					
Indian Territory	0									
North Central Division:										
Ohio	7	15	61	70	595	6	53	8	518	406
Indiana	2	22	23	513	804	6	64	41	1, 452	1, 346
Illinois	6	76	61	723	2, 073	4	18	7	212	194
Michigan	4	41	58	383	1, 666	2	1	2	43	59
Wisconsin	9	68	74	461	1, 917	2	14	0	31	26
Minnesota	6	35	55	216	1, 742	2	9	0	32	33
Iowa	2	35	43	533	1, 987	5	26	15	362	766
Missouri	3	38	30	909	1, 495	2	14	7	337	315
North Dakota	2	21	14	223	464					
South Dakota	3	14	22	155	452	1	4	3	21	69
Nebraska	1	11	14	148	668	3	4	12	166	352
Kansas	2	20	25	616	851	1	5	4	82	21
Western Division:										
Montana	1	7	5	15	177					
Wyoming	0									
Colorado	1	16	12	47	348	1	3	3	4	18
New Mexico	2	7	13	15	45					
Arizona	2	10	9	55	153					
Utah	1	8	2	110	124					
Nevada	0									
Idaho	2	12	7	87	211					
Washington	3	20	26	108	570					
Oregon	4	22	16	117	242					
California	5	35	70	96	1, 384					

STATISTICS OF HIGHER EDUCATION, 1903-4.

TABLE 11.—*Instructors and students in coeducational colleges and universities and in colleges for men only, 1903-4.*

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11
United States	443	15,342	2,272	35,620	16,519	67,475	22,839	4,342	1,574	\$29,278,516
North Atlantic Division	83	4,989	208	7,887	1,457	25,324	3,377	1,920	487	10,573,719
South Atlantic Division	70	1,576	202	3,965	1,869	6,792	1,016	447	19	2,675,067
South Central Division	69	1,601	372	6,094	3,227	6,584	2,260	150	51	2,201,150
North Central Division	184	5,915	1,282	14,571	7,685	23,800	12,941	1,499	813	10,816,717
Western Division	37	1,261	208	3,103	2,281	4,975	3,245	326	204	3,011,863
North Atlantic Division:										
Maine	4	138	3	6	0	997	277	9	0	299,525
New Hampshire	2	98	0	74	0	851	0	9	0	189,023
Vermont	3	91	0	0	0	451	107	4	0	134,532
Massachusetts	9	966	10	296	24	4,152	436	485	44	2,296,149
Rhode Island	1	83	2	0	0	654	195	37	34	198,691
Connecticut	3	380	2	0	0	2,558	36	258	37	974,872
New York	23	1,596	111	4,950	482	6,743	1,403	809	327	3,929,357
New Jersey	5	192	5	212	38	1,679	0	119	0	430,939
Pennsylvania	33	1,145	75	2,349	913	7,239	923	190	45	2,120,631
South Atlantic Division:										
Delaware	2	24	2	22	22	141	8	1	0	63,545
Maryland	11	319	22	714	247	862	88	225	0	561,707
District of Columbia	6	460	17	449	65	489	140	113	8	475,972
Virginia	11	173	9	512	169	1,405	50	46	0	383,569
West Virginia	3	68	20	261	132	412	179	10	2	234,012
North Carolina	13	227	42	771	481	1,522	171	31	5	264,066
South Carolina	9	86	19	435	177	760	144	12	3	141,568
Georgia	10	140	40	505	368	999	133	5	0	353,212
Florida	5	79	31	296	208	202	103	4	1	197,416
South Central Division:										
Kentucky	10	275	64	1,232	740	1,118	348	20	2	246,642
Tennessee	22	548	133	1,976	1,310	1,600	815	71	3	600,687
Alabama	5	102	1	91	0	652	44	22	1	143,777
Mississippi	4	60	20	230	21	546	60	5	0	151,896
Louisiana	7	178	45	519	128	870	12	6	33	307,660
Texas	12	305	73	1,068	481	1,223	721	20	12	513,337
Arkansas	6	97	14	619	291	469	209	3	0	174,595
Oklahoma	1	29	3	141	77	91	38	3	0	50,000
Indian Territory	2	7	19	218	179	15	13	0	0	12,057
North Central Division:										
Ohio	33	1,084	199	2,476	1,235	4,296	2,179	79	47	1,721,533
Indiana	14	282	42	922	198	2,024	999	70	27	530,279
Illinois	29	1,260	241	2,608	1,674	4,360	2,718	768	438	2,895,563
Michigan	9	385	54	407	180	2,085	1,020	73	34	925,514
Wisconsin	9	424	53	720	88	2,526	849	71	20	870,999
Minnesota	9	447	74	951	385	1,671	1,068	70	36	744,230
Iowa	25	521	199	1,433	1,190	1,902	1,394	120	95	753,416
Missouri	20	624	129	2,315	1,083	1,896	735	108	23	1,011,964
North Dakota	3	46	17	129	133	116	48	5	1	106,824
South Dakota	4	57	31	295	269	161	111	3	2	133,700
Nebraska	10	304	100	1,015	372	1,334	832	64	59	600,840
Kansas	19	481	143	1,300	878	1,429	988	48	31	521,855
Western Division:										
Montana	1	10	7	118	117	44	40	6	1	66,610
Wyoming	1	18	6	45	53	36	68	1	2	74,569
Colorado	4	276	27	509	332	720	535	71	30	301,113
New Mexico	1	10	6	20	26	6	12	0	0	18,400
Arizona	1	24	6	85	44	45	26	2	3	99,844
Utah	3	59	13	541	716	159	144	1	1	141,295
Nevada	1	15	9	37	31	79	59	0	0	63,468
Idaho	1	22	5	126	78	111	83	0	0	68,804
Washington	5	98	21	278	179	556	358	18	19	346,627
Oregon	8	121	38	387	366	319	202	10	3	110,823
California	11	608	71	957	339	2,900	1,718	217	145	1,720,310

STATEMENT OF THE COMMISSIONER OF EDUCATION.

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STATISTICS OF HIGHER EDUCATION, 1903-4.

TABLE 13.—*Instructors and students in colleges and seminaries for women which confer degrees, 1903-4.*

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
United States.....	121	681	1,834	6,384	16,081	344	\$4,212,451
North Atlantic Division.....	19	292	484	1,120	5,858	224	2,027,920
South Atlantic Division.....	42	183	522	1,664	5,052	45	876,253
South Central Division.....	42	103	520	2,140	3,923	45	717,969
North Central Division.....	16	46	257	1,228	1,121	24	526,709
Western Division.....	2	7	51	232	77	6	63,600
North Atlantic Division:							
Maine.....	2	13	11	284	30	8	23,005
New Hampshire.....							
Vermont.....							
Massachusetts.....	5	147	210	6	3,160	91	917,984
Rhode Island.....							
Connecticut.....							
New York.....	5	77	157	481	1,812	64	690,529
New Jersey.....							
Pennsylvania.....	7	55	106	349	856	61	396,402
South Atlantic Division:							
Delaware.....							
Maryland.....	4	28	46	112	531	6	135,695
District of Columbia.....	1	8	17		81	4	27,000
Virginia.....	10	46	115	331	1,042	12	199,840
West Virginia.....							
North Carolina.....	9	30	116	470	906	3	128,698
South Carolina.....	8	28	88	287	938	8	131,955
Georgia.....	10	43	140	464	1,554	12	253,065
Florida.....							
South Central Division:							
Kentucky.....	10	25	117	613	912	4	119,750
Tennessee.....	9	23	115	478	951	15	184,180
Alabama.....	8	19	94	285	856	4	133,130
Mississippi.....	8	15	111	457	857	18	125,414
Louisiana.....	3	12	42	225	317	2	76,495
Texas.....	3	8	31	12	60		69,000
Arkansas.....	1	1	10	70	70	2	10,000
Oklahoma.....							
Indian Territory.....							
North Central Division:							
Ohio.....	2	3	49	112	185	5	84,732
Indiana.....							
Illinois.....	3	5	54	357	196	1	136,802
Michigan.....							
Wisconsin.....	1	2	27	233	93		130,198
Minnesota.....							
Iowa.....							
Missouri.....	9	35	113	441	612	18	163,522
North Dakota.....							
South Dakota.....							
Nebraska.....							
Kansas.....	1	1	14	85	35		11,455
Western Division:							
Montana.....							
Wyoming.....							
Colorado.....							
New Mexico.....							
Arizona.....							
Utah.....							
Nevada.....							
Idaho.....							
Washington.....							
Oregon.....							
California.....	2	7	51	232	77	6	63,600

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STATISTICS OF HIGHER EDUCATION, 1903-4.

TABLE 14.—*Summary of statistics of professional schools for 1903-4.*

State or Territory.	Theological.			Law.			Medical.		
	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.
1	2	3	4	5	6	7	8	9	10
United States.....	153	1,055	^a 7,392	95	1,167	^b 14,306	152	5,252	26,949
North Atlantic Division..	51	453	2,636	17	270	4,875	25	1,048	6,363
South Atlantic Division..	21	122	822	20	170	2,133	24	602	3,868
South Central Division..	14	70	626	15	97	894	28	644	5,320
North Central Division..	61	381	3,195	37	558	5,987	63	2,577	10,386
Western Division.....	6	29	113	6	72	527	12	381	1,012
North Atlantic Division:									
Maine.....	2	20	51	1	11	74	1	20	102
New Hampshire.....							1	22	68
Vermont.....							1	42	225
Massachusetts.....	8	79	444	3	55	1,318	4	167	981
Rhode Island.....									
Connecticut.....	3	45	180	1	27	259	1	13	140
New York.....	16	145	900	8	129	2,658	10	519	2,564
New Jersey.....	5	48	410						
Pennsylvania.....	17	116	651	4	48	566	7	265	2,283
South Atlantic Division:									
Delaware.....									
Maryland.....	6	54	354	3	41	268	8	232	1,870
District of Columbia..	3	18	123	6	86	1,087	5	128	659
Virginia.....	3	16	147	3	14	282	3	84	571
West Virginia.....				1	3	129			
North Carolina.....	3	12	46	3	9	237	4	60	298
South Carolina.....	3	11	42	1	3	24	1	21	88
Georgia.....	3	11	110	2	11	80	3	77	382
Florida.....				1	3	26			
South Central Division:									
Kentucky.....	2	16	309	2	9	76		174	1,667
Tennessee.....	6	35	223	7	53	363	9	200	1,999
Alabama.....	3	10	64	1	2	54	2	39	261
Mississippi.....				2	7	67			
Louisiana.....	1	1	11	1	9	71	2	33	486
Texas.....	2	8	19	1	8	186		174	791
Arkansas.....				1	9	27	1	24	116
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	13	81	441	6	71	702	10	325	975
Indiana.....	5	22	129	5	45	544	5	143	538
Illinois.....	14	108	1,162	8	182	1,325	13	834	3,738
Michigan.....	4	14	105	2	37	1,099	6	276	942
Wisconsin.....	4	29	187	1	10	201	2	69	263
Minnesota.....	8	49	360	2	35	628	3	132	370
Iowa.....	5	29	246	2	24	279	5	114	662
Missouri.....	6	38	500	5	65	691	13	475	2,323
North Dakota.....				1	11	50			
South Dakota.....				1	5	24			
Nebraska.....	2	10	86	2	28	208	3	114	388
Kansas.....	2	6	29	2	45	186	3	96	192
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	1	2	4	2	41	125	3	112	406
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....									
Washington.....				1	14	71			
Oregon.....	1	6	40	1	6	41	2	40	138
California.....	4	21	69	2	11	290	7	229	469

^a187 of these were women.^b163 of these were women.

TABLE 15.—*General summary of statistics of professional and allied schools for 1903-4.*

Class.	Schools.	Instruct- ors.	Students.	Gradu- ates.
Theological.....	153	1,055	7,392	1,620
Law.....	96	1,167	14,306	3,288
Medical.....	152	5,252	26,949	5,702
Dental.....	54	1,191	7,325	2,192
Pharmaceutical.....	63	611	4,457	1,308
Veterinary.....	11	165	795	198
Nurse training.....	724	.....	17,713	5,333
Total.....	1,252	9,441	78,937	19,641

Summary of statistics of medical schools, by classes, for 1903-4.

Class.	Schools.	Instruct- ors.	Students.	Gradu- ates.
Regular.....	122	4,253	24,694	5,184
Homeopathic.....	19	666	1,289	368
Eclectic and physiomedical.....	11	333	966	150
Total.....	152	5,252	26,949	5,702

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stat. L., 417), an annual appropriation of \$15,000 for the year ending June 30, 1890, was made to each State and Territory out of money arising from the sales of public lands for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862." The act provided that the appropriation should be increased annually by an additional amount of \$1,000 until the amount should reach \$25,000, which should then be the amount to be received annually by each State and Territory. The maximum amount, \$25,000, was granted for the year ending June 30, 1900, and annually thereafter.

It was provided in the act that the amounts authorized thereby should be paid out of money arising from the sales of public lands, but this requirement was modified by the acts of Congress approved May 17, 1900 (31 Stat. L., 179), June 17, 1902 (32 Stat. L., 388), and February 7, 1903 (32 Stat. L., 803), in each of which it is provided that if at any time the proceeds arising from the sales of public lands should be insufficient to meet the payments authorized by the act of August 30, 1890, the deficiency shall be paid by the United States out of any money in the Treasury not otherwise appropriated.

The act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of the institutions receiving the benefits of the said act (secs. 2 and 3), and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

The certification of a State or Territory for these funds is based on the proper disbursement of the funds previously received, as shown by the reports of the treasurers of the institutions receiving the benefits of the act. During the year the reports received from the treasurers of the institutions endowed by the act approved August 30, 1890,

were carefully examined and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1906.

The amounts received by the several States and Territories each year from 1899 to the present time are given in the tabular statement following.

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—							
	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.
Alabama.....	\$24,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Arizona.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Arkansas.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
California.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Colorado.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Connecticut.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Delaware.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Florida.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Georgia.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Idaho.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Illinois.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Indiana.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Iowa.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Kansas.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Kentucky.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Louisiana.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Maine.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Maryland.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Massachusetts.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Michigan.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Minnesota.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Mississippi.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Missouri.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Montana.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Nebraska.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Nevada.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
New Hampshire.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
New Jersey.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
New Mexico.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
New York.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
North Carolina.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
North Dakota.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Ohio.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Oklahoma.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Oregon.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Pennsylvania.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Rhode Island.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
South Carolina.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
South Dakota.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Tennessee.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Texas.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Utah.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Vermont.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Virginia.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Washington.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
West Virginia.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Wisconsin.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Wyoming.....	24,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Total.....	1,152,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000

While the act of August 30, 1890, provides that the funds authorized thereby shall be expended for instruction in certain branches of study, the amount that may be expended for each branch is not specified, but the apportionment of the funds among the several subjects is left to the governing boards of the several institutions. It follows, therefore, that the amounts expended for the several subjects vary

greatly in the several States, according to the needs of the different institutions. A summary of the expenditures of these funds during the year ended June 30, 1904, shows that the funds were expended for instruction as follows: Agriculture, 16.8 per cent; mechanic arts, 29.5 per cent; English language, 12.3 per cent; mathematical science, 11.8 per cent; natural and physical science, 23.4 per cent; economic science, 6.2 per cent. Of the entire amount, 91.7 per cent was expended for salaries and the remainder for facilities for instruction. The number of institutions expending certain amounts of the funds received under the act of August 30, 1890, for instruction in the several branches of study, is shown in the following tabular statement:

Expenditure of funds received under act of Congress approved August 30, 1890.

Amount expended.	Number of institutions expending for instruction in—					
	Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical sciences.	Economic science.
Nothing	4	2	3	6	5	21
Less than \$1,000	11	1	8	8	5	13
\$1,000 to \$2,000	16	4	16	11	7	12
\$2,000 to \$3,000	8	4	19	22	3	10
\$3,000 to \$4,000	6	11	12	11	5	6
\$4,000 to \$5,000	4	6	3	3	8	1
\$5,000 to \$6,000	6	7	2	1	11	1
\$6,000 to \$7,000	2	8	1	1	9	0
\$7,000 to \$8,000	1	10	0	0	7	0
\$8,000 to \$9,000	1	3	0	1	2	0
\$9,000 to \$10,000	1	1	0	0	2	0
\$10,000 or over	4	7	0	0	0	0

The courses of study maintained by these institutions are becoming more and more specialized, and in several cases the course in agriculture has been divided into three or more distinct courses. New courses were established during the year, as follows: Arkansas and Nebraska, chemical engineering; Wyoming, irrigation engineering; Rhode Island, highway engineering; Nebraska, mining engineering; Maine, forestry; Kansas, architecture; Iowa, science and agriculture and domestic science; Arkansas, chemistry. The number of institutions offering the various courses in engineering are as follows: Civil engineering, 38; chemical engineering, 9; electrical engineering, 37; mechanical engineering, 45; mining engineering, 21; sanitary engineering, 7; railway engineering, 4; irrigation engineering, 3; metallurgical engineering, 4; textile engineering, 4.

The total number of students in all departments of the institutions during the year ended June 30, 1904, was 53,161, of which number 6,726 were enrolled in institutions for colored students. Excluding the latter, there were in the college departments of agriculture and the mechanic arts 20,894 students, and in short or special courses 5,037 students.

Of the students in the college departments, there were enrolled in regular four-year courses, as follows: Agriculture, 2,096; horticulture, 209; forestry, 26; mechanical engineering, 3,767; civil engineering, 3,222; electrical engineering, 2,936; mining engineering, 922; chemical engineering, 285; railway engineering, 3; sanitary engineering, 32; textile engineering, 95; general engineering, including unclassified first-year engineering students, 746; architecture, 227; household economy, 674; chemistry, 444; general science, 1,707.

There were enrolled in short courses as follows: Agriculture, 3,651; horticulture, 69; dairying, 673; mechanic arts, 1,145; household economy, 647; mining, 93. The short courses offered are very numerous and of varying length and are given at various times during the college year. It follows that some students are enrolled in more than one of the short courses during the same year.

The institutions for colored students reported only 671 students in collegiate departments of agriculture and mechanic arts. The work of these institutions is largely normal and industrial, and nearly all of the students take industrial work of some kind. The number of students reported in practical courses is as follows: Agriculture or farm work, 2,039; carpentry, 633; machine-shop work, 190; blacksmithing, 409; shoemaking, 133; broom making, 18; wheelwrighting, 198; brick-laying, 198; painting, 123; printing, 106; harness making, 13; tailoring, 149; plastering, 151; sewing, 2,091; cooking, 704; laundering, 517; nursing, 37; millinery, 103.

The total income of the institutions, excluding the amount received for experiment stations, was \$10,885,550, of which amount the several States and Territories contributed \$5,654,758, and the amount received from Federal sources was \$2,045,963. The remainder was derived from other endowment funds, from fees, and miscellaneous sources. Of the amount received from the States and Territories, \$2,206,812 was appropriated for buildings or for other special purposes.

The total value of all property amounts to \$74,564,424, of which sum \$28,388,826 is invested in interest-bearing securities. The value of the unsold land grant of 1862 is reported as \$4,404,539. The remainder represents the value of the material equipment of the institutions. The value of additions to the equipment during the year amounts to \$3,230,174.

Of the 10,320,843 acres of land received under the act of July 2, 1862, there remained unsold 878,870 acres on June 30, 1904. The funds now on hand derived from the sale of the lands are reported as \$11,737,316.

EDUCATION IN ALASKA.

This Bureau has maintained in Alaska the past year, outside of incorporated towns, 51 public schools, with 62 teachers and an enrollment of 3,083 pupils.

The Fifty-eighth Congress, in its second session, passed an act, approved January 27, 1905, by which all the license fees collected from unincorporated towns are to be used "for the construction and maintenance of roads, the establishment and maintenance of schools, and the care and support, of insane persons in the district of Alaska, and for other purposes."

Section VII of the act reads as follows: "That the schools specified and provided for in this act shall be devoted to the education of white children and children of mixed blood who lead a civilized life. The education of the Eskimos and Indians in the district of Alaska shall remain under the direction and control of the Secretary of the Interior, and schools for and among the Eskimos and Indians of Alaska shall be provided for by an annual appropriation, and the Eskimo and Indian children of Alaska shall have the same right to be admitted to any Indian boarding school as the Indian children in the States or Territories of the United States."

In accordance with this act Congress appropriated \$50,000 for the education of natives in Alaska. This amount being considerably less than half of the fund obtained from 50 per centum of license fees collected in unincorporated towns during 1904 and 1905, the Bureau of Education was compelled to cease the opening of new schools which were urgently needed, and even to close several old schools which had been in operation for several years.

The schools for white children, which had formerly been under this Bureau, in accordance with the new law are now in charge of the governor of Alaska as ex officio superintendent of education. These schools are those at Afognak (Russian), Chignik, Ellamar, Haines (for whites), Hope, Kenai, Kodiak, Seldovia, Seward, Sitka (for whites), Teller City, Unalaska, Unga, and Wood Island.

Before the passage of the new law the Secretary of the Interior had set apart \$60,000 from the license money for the erection of school buildings in Alaska.

These buildings are now in process of erection at Barrow, Bettles, Copper Center, Deering, Haines, Jackson, Kake, Killisnoo, Klawock, Klinquan, Klukwan, Kotzebue, Nulato, Shakan, Shishmaref, St. Michael, Tee Harbor, Wainwright, Wales, Wrangell, and Yukon.

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884.....		Annual grants, school year—Con- tinued.	
1884.....	\$25,000	1893-94.....	\$30,000
Annual grants, school year—		1894-95.....	30,000
1886-87.....	15,000	1895-96.....	30,000
1887-88.....	25,000	1896-97.....	30,000
1888-89.....	40,000	1897-98.....	30,000
1889-90.....	50,000	1898-99.....	30,000
1890-91.....	50,000	1899-1900.....	30,000
1891-92.....	50,000	1900-1901.....	30,000
1892-93.....	40,000		

Amounts received from one-half of license fees collected outside of incorporated towns in Alaska.

From—	
March 3, 1901, to June 30, 1902 (16 months).....	\$35,882.41
July 1, 1902, to June 30, 1903.....	19,742.62
July 1, 1903, to June 30, 1904.....	103,377.30
July 1, 1904, to June 30, 1905.....	145,153.65

LIST OF NATIVE VILLAGES IN NORTHERN AND WESTERN ALASKA FOR WHICH NO SCHOOLS
HAVE BEEN PROVIDED WITHIN ACCESSIBLE DISTANCE IN 1904.

I give here a list of villages for natives which are not yet provided with school facilities. I do not count villages which are within ten or twenty miles of schools provided by the Government, because a slight change of residence on the part of these nomadic people would bring their children near enough to the Government school to give them its benefits. In order that the location of these villages may be fixed accurately, I have given the longitude and latitude in degrees, but have not given the number of minutes to the degrees. These villages contain each from 20 to 200 people.

The word "cabin" indicates a communal household, 2 to 6 families living under one shelter.

All of these settlements are marked on the map of the Post-Office Department, printed in 1905. As most of the settlements recorded are on the banks of rivers, the names of the rivers are entered as far as possible in the table.

It will be seen that in northwest Alaska, including all north of 63° north latitude and west of longitude 156° west, there are 38 villages noted.

In northeast Alaska (east of the meridian 156° and north of parallel 63°) there are 47 native villages.

In the southwestern division, west of meridian 156° and south of parallel 63°, there are 48 villages.

In the southeastern section, east of meridian 156° and south of parallel 63°, there are 44 native villages, without going farther east than 142° west longitude and omitting the islands of the archipelago east and south of Sitka.

The total number of native villages is 177, containing a school population of about 4,000 in the aggregate.

Native villages needing school facilities.

NORTHWEST SECTION.

[North of latitude 63° N. and west of longitude 156° W.]

Village.	Situated on the—	W. longitude.	N. latitude.
Cabin	Kobuk River	156	66
Kalla	do	156	66
Cabin	do	156	66
Village	Koyukuk River	156	65
Do	do	156	65
Nohtalohton	Yukon River	156	64
Louden	do	156	64
Saghadellanten	do	156	64
Chentansitztan	do	156	64
Cabins	Kobuk River	157	67
Riley Camp	do	157	66
Indian Village	Koyukuk River	157	65
Do	do	157	65
Grimkop	Yukon River	157	64
Koyukuk	Yukon and Koyukuk rivers	157	64
Wolasutux	Yukon River	158	64
Kaltag	do	158	64
Village	do	158	64
Old Woman	Unalaklik River	159	64
Fishing Station	Yukon River		
Shakolik	Norton Sound	160	64
Egowik	do	160	64
Eaton	Unalaklik River	160	63
Norton Bay Station	Norton Bay	161	64
Ikikiktoik	Norton Sound	161	63
Village	do	162	64

Native villages needing school facilities—Continued.

NORTHWEST SECTION—Continued.

[North of latitude 63° N. and west of longitude 156° W.]

Village.	Situated on the—	W. longi- tude.	N. lati- tude.
Healy .....	.....	162	63
Pastolik .....	.....	162	63
Spooner .....	.....	163	65
Aphoon	Norton Sound	163	63
Kutlik	do	163	63
Initkilly	Arctic Ocean	164	68
Quartz Creek	Kangarok River	164	65
Kangarok City	Kangarok and Kuzitrin rivers	164	65
Safety	Norton Sound	164	64
Shishmaref	Bering Strait	165	65
Mitketukeruk	do	167	65
York	do	167	65

NORTHEAST SECTION.

[North of latitude 63° N. and east of longitude 156° W.]

Nigahik	Arctic Ocean	151	70
Jarvis	Anaktuvuk River	151	69
Rapid City	Alatna River	153	67
Village	Chandler River	147	67
Beaver City	Alatna River	153	66
Cabins	Pap River	154	66
Village	do	154	66
Jimtown	Koyukuk River	151	66
Soo City	do	151	66
Seaforth	do	151	66
Peavy	do	151	66
Union City	do	151	66
Village	do	152	66
Bergman	do	153	66
Arctic City	do	153	66
Cabins	Kanuti River	152	66
Dall City	Dall River	149	66
Cabin	Yukon River	147	66
Yaner	do	148	66
Cabin	do	148	66
Do	do	148	66
Indian Village	do	149	66
Do	do	146	66
Charlie's Village	do	142	66
Rapids	Yukon River	151	66
Nuklukayet	do	152	66
Nuklakakat	do	152	66
Glen	do	150	66
Hakorins (old)	Yukon River	154	64
Novikakat	do	154	64
Hakorins (new)	Yukon River	154	64
Meloz	do	155	64
Tohnohkalony	do	155	64
Goodpaster	Tanana River	145	64
Salcha	do	146	64
Village	do	147	64
Do	do	148	64
Tortella	do	148	64
Atwood	do	148	64
Nenana	do	148	64
Tolovana	do	149	64
Baker	do	150	64
Cosna	do	151	64
Village	Fortymile Creek	141	64
Ketchumstock	do	142	63
Tetling	Tanana River	142	63
Tanana Junction	do	143	63

Native villages needing school facilities—Continued.

SOUTHWESTERN SECTION.

[West of longitude 156° W. and south of latitude 63° N.]

Village.	Situated on the—	W. longi- tude.	N. lati- tude.
Anemuk	Yukon Valley	160	62
Kuyikanuipul	Yukon River	160	62
Andreafski	do	163	62
Shagetuk	Shagetuk Slough	159	62
Kochkomut	Yukon River	161	61
Yukagamut	do	161	61
Glaikchakamut	do	161	61
Tlakekamat	do	161	61
Starikvihpak	do	161	61
Ankochagamut	do	161	61
Village	do	162	61
Do	do	162	61
Redoubt Kohnafoficky	Kuskokwim River	158	61
Kobmakott	do	158	61
Klihmüt	do	159	61
Oknagamut	do	160	61
Ogavik (Moravian)	do	160	61
Gavimamut (Moravian)	do	161	61
Trading Post	do	161	60
Do	Kuskokwim River	162	60
Tunumak	Nelson Island	165	60
Ingeramut	Nunivak Island	165	60
Kweeagamut	Nnnivak River	166	60
Tikchik	Tikchik Lake	158	60
Agivarik	Mulchatna River	156	59
Kakwok	Nushagak River	157	59
Kvichak	Kvichak River	156	59
Anagnak	Wood River	158	59
Mumtrahamut	Coast	161	59
Klanangamut	do	161	59
Ooanik	do	159	58
Tzaharagmut	do	161	58
Clarke Point Village	do	158	58
Ekuk Village	do	158	58
Kiniaak	do	157	58
Tgagik	do	157	58
Koggitung	do	156	58
Ugaehik	do	157	57
Coaling Station	do	160	56
Belskolski	do	163	56
Morzovoi Village	do	164	54
Fromontory	Univak Island	165	54
Blorka	Blorka Island	166	53
Makushim	Unalaska Island	166	53
Kashaga	do	166	53
Village	Umnak Island	167	53
Do	do	167	53
Nikolski	do	168	53

SOUTHEASTERN SECTION.

[East of longitude 156° W. and south of latitude 63° N.]

Cabin	Chisana River	142	62
Do	Copper River	143	62
Batzulneta	do	143	62
Slahna	do	143	62
Chistochina	do	144	62
Gakona	do	145	62
Matanuska Village	Tazuna River	146	62
Taral	Copper River	144	61
Ernestine	Mail Route, Valdez, North	145	61
Tiekel Station	do	145	61
Beaver Dam	do	145	61
Satna Station	do	145	61
Wortmans	do	145	61
Camp Comfort	do	146	61
Keystone	do	145	61
Knik	Knik River	149	61
Knik Station	Shore, Cook's Inlet	150	61
Ladd's Station	do	150	61
Chuitna	do	151	61
Sushitna Station	Sushitna River	150	61
Chilkat village	Coast	144	60
Alaganik	do	145	60

Native villages needing school facilities—Continued.

SOUTHEASTERN SECTION—Continued.

[East of longitude 156° W. and south of latitude 63° N.]

Village.	Situated on the—	W. longi- tude.	N. lati- tude.
Eyak	Coast	145	60
Cabin	do	145	60
Tatitlik	do	146	60
Nutchek	Hinchinook Island	146	60
Cheneca	Coast	148	60
Skittok	Shore, Cooks Inlet	151	60
Kusslof	do	151	60
Tyonek	do	151	60
Kustatan	do	151	60
Aurora	do	150	59
Village	do	151	59
Do	do	151	59
Alexandrousk	do	151	59
Iliamna	do	153	59
Kakhonak	Lake Iliamna	155	59
Kashanakh	do	155	59
Kaguyak	Shelikof Strait	153	58
Katmai	do	154	58
Ukak	Near Naknek Lake	155	58
Orlova	Kadiak Island	152	57
Alsentia	do	153	56
Cold Bay	Shelikof Strait	155	57
Afognak	Afognak Island	152	58

Inasmuch as it seems to be the plan of Congress to provide for the education of the children of all the natives of Alaska, I submit that the number of native schools should be gradually increased from year to year, until all have an opportunity for learning the English language and such other branches as will make them useful to themselves and to the people of the States who migrate to that distant Territory. Even if Congress should make an appropriation at once large enough to furnish school-teachers for the three or four thousand native children who ought to be in school, it would not be possible for the Bureau of Education to open new schools any faster than the settlements of the natives become accessible by means of lines of water communication, and hence only about one-half of the villages which are named in the above list could be reached by the fiscal year beginning July, 1906. I recommend, therefore, that the appropriation for education in Alaska be increased from \$50,000 to \$100,000 for that year, being confident that that amount would be needed for the increase which can be made then.

Wherever mines are opened the school for natives should be established in order to prepare the natives by the rudiments of the English language and arithmetic to become of real assistance to the white men.

THE PROPER INDUSTRIAL EDUCATION FOR ALASKA.

We can not separate the question of means of subsistence from that of education in Alaska. The coming of the white man soon makes impossible the tribal life by destroying his occupations of hunting and fishing.

The only course with the natives is to educate them to be useful to the white man, who immigrates from the States for the purpose of mining and the salmon fishery in Alaska. All other courses lead toward their ultimate extinction by starvation.

For the native to help the white man and become useful to him is to help himself and secure protection and support from the mining and fishing companies.

There are two necessities, therefore, in Alaskan education: (1) to teach the English language, spoken and written, and the elements of arithmetic, and (2) to teach some occupation that will provide food, clothing, and transportation for the white man, three things which he needs more in Alaska than he needs anywhere else.

The white man will help and protect the native that supplies him with food or clothing or transportation.

The native if left to himself without education will soon perish by contact with the white man, who will teach him all his vices and at the same time rob him of his natural means of support. The game will be driven away and the fish will be caught by nets on a large scale at the mouth of the rivers, depriving the inland tribes of their annual supply of fish.

The first question, therefore, is, What are the native resources of Alaska—what can the natives produce in the way of food and clothing? Of course, the white immigrant will go there for gold and for the salmon catch in the rivers.

Five-sixths of the surface of Alaska is barren so far as agriculture is concerned—that is, such agriculture as we have in the States. Perhaps one-sixth of the territory, or 100,000 square miles, can produce in favored localities such garden crops as will grow and mature in the short summer season of three months.

The sun rises only 9° above the horizon at noon on Christmas Day at Sitka, and on that day at Wales, on Bering Strait, it comes above the horizon just sufficient to show its entire disk. But at Point Barrow, the northernmost point of Alaska, the sun is not seen any part of the day from November 14 to January 26.

The only vegetable substance in large amount is reindeer moss.^a It is the only vegetable that can conquer the rock surface and draw nutriment from it in an arctic climate. Under favorable circumstances, in river valleys and on southern sea-coasts, it can gradually turn the rock surface into humus or soil that will grow trees and grasses. Then it yields place to plants that belong to agriculture and forestry and ceases to be found in southern Alaska and in the river valleys except on the sides of mountains and on lofty table lands.

One-half to three-fourths of Alaska, say 400,000 square miles out of the 600,000, is a rocky foundation covered with this reindeer moss abounding in sugar and starch, except in mountainous regions, where above a certain height the rocks are entirely bare or covered with glaciers.

As the question of producing food and clothing is foremost in selecting an industry for the people, the one who has charge of education in Alaska is forced to think first of the means of utilizing the moss. It is not food for man, but it is the best of food for reindeer. According to European writers on the reindeer of Lapland, a square mile will support about 30 reindeer perpetually by the annual growth of moss, which is about 1 inch a year.

If the moss-covered region was small, one could easily leave it out of consideration, but 100,000 square miles of moss would support

^a Reindeer moss, *Cladonia rangiferina*. Its nutritive qualities are due to a starchy substance it contains called lichenine, rich in starch peculiar to lichens. *Cladonia* contains besides starch a small quantity of sugar or saccharine matter resembling mannite. In Russia and Scandinavia an alcoholic spirit is obtained from reindeer moss.

with its annual growth 3,000,000 reindeer, and 400,000 square miles would support 12,000,000 reindeer. At the rate of 10 reindeer for the support of one inhabitant (man, woman, or child), the limit of support for Alaskan population from moss alone provides for a million and more in the territory where the census of 1900 estimates only 20,000 inhabitants.

There is only one conclusion. If we wish to make the native self-supporting and helpful to the miners and other immigrants from the States, we are forced to resort to reindeer herding and transportation as a school occupation for the natives of all parts of Alaska, leaving out the southern coast region and the Sitkan (Alexander) Archipelago, because of the fact that reindeer moss is the only agricultural product worth naming, and because it is to be found in a supply sufficient for a native population at least fifty times the number at present in Alaska.

The reindeer is the equivalent of the sheep in respect to food and clothing, and is the equivalent of the horse in those northern regions for transportation. The reindeer furnishes from three to four times as much meat as the sheep, and his hide makes the best of arctic clothing. He can travel from 50 to 100 miles a day over a smooth snow track, drawing a man on a sledge. A train of eight or ten reindeer with a good leader, each drawing one sledge and arranged "tandem," will draw a ton of freight 20 or 30 miles a day.

There are no roads and no bridges in summer in Alaska, but in winter the streams are bridged with thick ice and all the level region is one vast snow field, with a hard surface, furnishing roads in any direction for the reindeer sledge.

Every herd in charge of apprentices, under the direction of a skilled overseer, is an educational institution, giving industrial instruction to the natives, who learn to do by doing. As the English language will be used for intercommunication, there will be a progress, more or less, from year to year in a knowledge of the language which is needed for communication with immigrants from the States who visit that country for mining purposes or for salmon fisheries.

A string of reindeer posts is now nearly completed, 100 miles apart, from Point Barrow to Kotzebue, from Kotzebue Sound to Wales, from Wales to St. Michael, from St. Michael across the Yukon to Bethel, and from Bethel to Iliamna, on Cooks Inlet, and a string of posts from the mouth of the Yukon River to the mouth of the Tanana, which may be extended eastward to Fort Yukon and along the upper river to Eagle and Dawson, connecting on the west, near the mouth of the Yukon, with the coast-line reindeer posts.

COMPARATIVE VIEW OF THE REINDEER INSTRUCTION.

The following table (Table 1) shows the gradual increase of the reindeer herd since the beginning—the number of old deer brought over from previous year, the number of fawns born in the spring, and the per cent of increase of herds by fawns. The number of fawns born the present year is nearly 3,000; in the past three years it is 7,139, which is almost equal to the number of old deer on hand last spring before the fawning season.

REINDEER STATIONS MARKED ON MAP BY CROSS AND NUMBER

1. Barrow.
2. Wainwright.
3. Kivalina.
4. Kotzebue.
5. Deering.
6. Shishmaref.
7. Wales.
8. Teller.
9. Golofnin.
10. Eaton.
11. Unalakleet.
12. Bethel.
13. Iliamna.
14. Copper Center
15. Nulato.
16. Bettles.

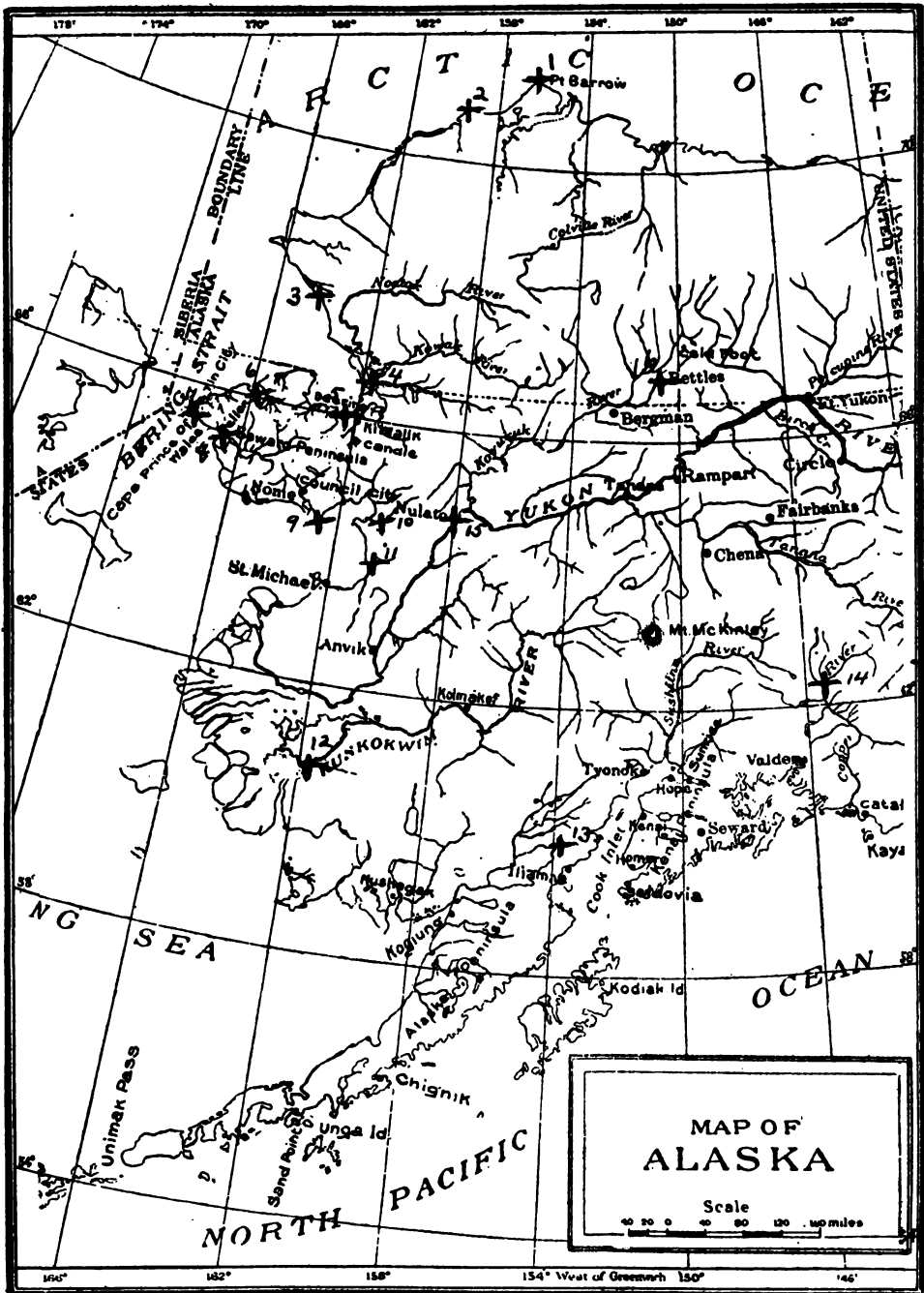


TABLE 1.—*Annual increase of fawns, 1893 to 1905.*

Year.	Balance from previous year.	Fawns surviving.	Per cent of increase of herds by fawns.	Year.	Balance from previous year.	Fawns surviving.	Per cent of increase of herds by fawns.
1893	143	79	55	1900	2,394	756	32
1894	323	145	44	1901	2,692	1,110	41
1895	492	276	56	1902	3,464	1,654	48
1896	743	357	49	1903	4,795	1,877	40
1897	1,000	466	46	1904	6,282	2,284	36
1898	1,132	625	55	1905	7,263	2,978	41
1899	1,733	638	37				

Average annual increase of herds by fawns, 1893 to 1905 = 45 per cent.

The number of fawns born in the three years previous, 1900 to 1902, was 3,520, while the number brought over in 1902 from previous year was 3,464. As a safe rule, any three consecutive years doubles the size of the herd. The total at the close of the fiscal year ending June 30, 1905, was 10,241, while the total at the close of the fiscal year ending June 30, 1902, three years ago, amounted to 4,795, some 300 less than one-half of the total number the present year. It is on the basis of this table that I affirmed in my last year's report the increase of reindeer in Alaska to be such as to double the herd once in three years, and made the following calculations ahead:

	Deer.
1904, the time of my estimate	8,189
1907, three years later	16,000
1910, the end of the second three-year period	32,000
1913, the end of the third three-year period	64,000
1916, the end of the fourth three-year period	128,000
1919, the end of the fifth three-year period	256,000

Taking the experience from 1893 to 1903 in the aggregate, this is a safe estimate. There are some dangers connected with the vicissitudes of the climate; all Alaska on the coast region might be covered with sleet, forming an ice crust so thick that the reindeer could not, with their tough lips or with their sharp hoofs, bore through the snow and reach the moss on which they subsist. This has happened twice, I believe, at Wales, and the only resource was to drive the deer from the pastures near the coast into the interior where the sleet has not been thus far serious. The danger of a sleet period at the fawning season has been realized on St. Lawrence Island the present year. Out of a total of 78 fawns born, only 34 survived. But it is believed that St. Lawrence Island has in the interior of it (it is 90 miles long with an average width of 20 miles) sheltered valleys where the deer can be herded during the fawning season.

It is possible, for all that we know by experience, that there might come an exceptional year, when the sleet storms extended along the entire coast of the mainland and even into the interior, so that there might be a large mortality of deer, but in the course of eight or ten years' time there will be an accumulated experience on the part of herders, which will enable them to meet the emergency by some successful device, such, for instance, as retaining a pasture with the longest moss, say 9 or 10 inches in length, and the breaking up of the crust of the snow by means of spades or snow plows when the sleet comes.

TABLE 2.—Increase from 1892 to 1905.

* Year.	Imported from Siberia.	Total in herd.	Year.	Imported from Siberia.	Total in herd.
1892	171	143	1900	29	2,692
1893	124	323	1901	200	3,464
1894	120	492	1902	30	4,795
1895	123	743	1903		6,282
1896		1,000	1904		8,189
1897		1,132	1905		10,241
1898	161	1,733			
1899	322	2,394	Total.....	1,280	.....

Table 2 shows the number of deer that have been imported from Siberia beginning with 1892. In 1891 there was an experimental voyage made by the Revenue-Cutter Service to ascertain the possibility of purchasing deer, and at that time a small herd of 16 was bought, and a voyage made from the northern shore of Siberia to Unalaska at the outlet of Bering Sea, and the 16 deer turned loose on one of the islands. For several years a fragment of this herd was seen on the summer voyages to the Arctic, but the hunters in Unalaska finally destroyed the herd. This voyage proved that the deer could thrive even under a sea voyage of 800 miles or more. They were fed with bundles of moss that had been gathered for the voyage. The total number of deer imported from Siberia in the course of the eleven years in which the importations were made was 1,280, the number for each year averaging a hundred. Table 1 shows that the increase by fawns for the present year is nearly equal to three times the entire importation of herds of deer from Siberia. The Russian Government placed such restrictions upon the purchase of reindeer from the natives that no deer were obtained in 1896 and 1897, and the importation of deer ceased altogether with 1902.

It should be stated that the 171 imported in 1892 and the 16 imported in 1891 (not in the table) were purchased from a fund of \$2,000 (mentioned in my previous annual statement) furnished by friends of the reindeer movement, and from this the first reindeer station was established at Wales under Mr. Lopp, the reindeer in this instance not being loaned but given to the station outright by the action of the United States agent of education in Alaska, under the advice of Captain Healy of the revenue cutter *Bear*. It must always be remembered, in studying the reindeer introduction in Alaska, that the Treasury Department has cordially cooperated and furnished, without stint, the aid necessary to procure deer from Siberia—aid without which no progress could have been made at all in the movement. The herd of 100 deer intrusted to a skillful apprentice, Antisarlook or "Charlie," who took the herd to Cape Nome, was considered a loan and the 100 deer from his herd were returned to the Bureau after the expedition to Point Barrow conducted by Lieutenant Jarvis, of the revenue service, for the relief of the whalers caught in the ice near Point Barrow in the fall of 1899.

TABLE 3.—*Number of reindeer sold, butchered, or died, 1892 to 1904.*

1892	28	1899	299
1893	23	1900	487
1894	96	1901	538
1895	148	1902	353
1896	100	1903	290
1897	^a 334	1904	377
1898	185	1905	926

Table 3 shows the number of reindeer which for one reason or another perished from the herd year by year during the period from 1892 to 1905. The number of deer sold, butchered, or died during the year ending June 30, 1905, was 926, the same being seen by comparison with Table 1 to be 12 per cent of the balance of old deer brought over from the previous year. The loss for the year 1904 was only 6 per cent; the loss for 1903 was 6 per cent; the loss for 1902 was 10 per cent; the loss for 1901 and 1900, 20 per cent each year; the loss for 1899 was 17 per cent; this loss was as much as 30 per cent in 1895. The per cent has varied from 6 per cent to 30 per cent loss.

According to the conditions of the loan, the male deer may be slaughtered or sold by the apprentices only with the advice and consent of the superintendent at the reindeer station. It has been understood that the superfluous males belonging to the station may be sold.

At the Moravian station at Bethel a recent report shows that 40 male deer were slaughtered and sold to the cannery at the mouth of the Nushagak River, realizing for the entire sale the sum of \$768.68, the meat selling for from 13 to 30 cents a pound.

The Wales station reports for the present year 26 male deer sold to miners at Nome for the sum of \$813, the meat selling for from 25 to 30 cents a pound, the money going to purchase for the apprentices their supplies of food from San Francisco for the year.

Kotzebue station reports the sale of male deer for the present year to the amount of \$2,000. In Table 4 the ratio of males and females in the herd of old deer brought over from previous year was 181 males, 315 females; the sale of deer from this station (Kotzebue) being to a mining camp at Candle, at a period when that camp ran short of canned and preserved meat.

When the slaughter of deer is spoken of, as in Table No. 3, it in no case refers to the Government deer, but only to the deer which are in the possession of stations and apprentices, the same being the increase of the herds loaned to them. The Government deer loaned to the missions or to the Lapland herdsmen have to be returned deer for deer as loaned to them, 25 male and 75 female deer not over five years of age, 100 in all, and no one slaughters Government deer nor gives them away.

Reindeer instruction is the sole legitimate object of the Bureau in this matter, and this is kept steadily in mind, but the instruction in herding and training deer to harness would be futile if there were no herds of reindeer obtainable by the natives. While it would be illegal to give away reindeer from our Government herds, the loaning permits the increase of the Government herd to become the property of mission stations and of apprentice herders who have completed their

^a Two hundred and forty-six of these deer were killed in the relief expedition to the whalers at Point Barrow.

five years' service. By this plan the increase of the reindeer in Alaska comes mostly into the hands of thrifty natives, who have proved themselves equal to a five years' course of training. The places on the line of reindeer stations stocked and managed by natives from Point Barrow down to Wales show the trustworthiness and thrift of the Eskimo reindeer herders.

Wainwright station, at Icy Cape, more than 100 miles to the west of Point Barrow, is the most northern point that can be reached every year by the revenue cutter. Once in three years or so the northern passage is blocked by ice at that point and the revenue cutter can not proceed to Point Barrow. In such cases before the establishment of the winter mail it was impossible to hear from Point Barrow until the following summer—an interval of two years. At Wainwright two thrifty natives, Ahlook and Shoudla, who had served since the beginning of the reindeer experiment and had accumulated small herds in their first five years, had, through the careful preserving of the annual increase, accumulated, the former 196 and the latter 79 deer, making an aggregate of 275 deer. They were transferred last winter and occupied the Government station established the past year at Wainwright. Two other natives, Electoona, with a herd of 172, and Otpelle, with a herd of 148 (320 in the aggregate), established a herd at Kivalina, an important place on the Arctic Ocean southeast of Point Hope.

At Deering, on the south point of Kotzebue Sound, a native, Keok, who had served since 1894 and carefully saved the increase of his herd, was established with his herd of 327 and two apprentices, making the entire herd 350.

At Shishmaref the past year a branch herd from Wales was established by the removal of six trusted apprentices, headed by Sokweena, a personal owner of 119 deer, assisted by Enungwouk, owning 63 deer, Iyatunguk, with 58 deer, and three other apprentices owning deer sufficient to swell the aggregate to 321 deer. The number of fawns born in the spring was 139, making a total of 460 deer at that station.

These examples show the working of the practical method of stocking the moss regions of Alaska with reindeer and connecting them so as to make a continuous line of herds, which in the winter time, when the hollows are filled up and the rivers are frozen, make possible a neighborly communication during the long winter night. The plan is nearly complete to place stations for each hundred miles along the mail route, extending from the North Pacific at Cook Inlet to Point Barrow, and is realized with the exception of the stretch of coast between Kivalina and Wainwright, a stretch of 250 miles with no intermediate station at present. At the time of the relief expedition to the whalers caught in the ice in 1898, the expedition from Cape Prince of Wales traveled northward 700 miles without a single station in the interval.

Such chains of reindeer stations as have been mentioned from (Cape Prince of) Wales to Point Barrow are provided for from Wales to Nome, from Nome to St. Michael, from St. Michael to points on the lower Yukon and to Bethel, on the Kuskokwim River, and from there to Carmel, on the Nushagak River. It is hoped to establish a school at Iliamna, on Cook Inlet, where the chain of reindeer stations ends at a seaport of the Northern Pacific open all the year round. As arrange-

ments are completed to remove the present herd at Bettles, on the Koyukuk River, to Tanana as a loan to the Episcopal station at the junction of the Yukon and Tanana rivers, there can be communication to the Yukon Valley and all of the Arctic coast in the winter time quite as expeditious as the mail route through the upper Yukon Valley to Dyea and Skagway in the summer.

Table 4 shows returns as regards sex of deer. Subtracting the three stations that are not complete, the total given is 6,616, of which 4,132 are females, the same being 62 per cent, the males being 38 per cent. So far as reports have been received, the male fawns slightly outnumber the female fawns (1,231 male, 1,192 female).

TABLE 4.—*Sex of deer in herd, 1905.*

Station.	Adults.			Fawns, 1905.			Total.
	Male.	Female.	Total.	Male.	Female.	Total.	
Barrow	169	298	467	72	90	162	629
Kivalina			153			67	220
Kotzebue	181	315	496	118	118	236	732
Deering	106	225	331	69	79	148	479
Shishmaref	113	208	321	66	73	139	460
Wales	253	416	669	135	138	273	942
Gambell	64	91	155	16	18	34	189
Teller	212	415	649			292	941
Golofnin	297	511	808	187	169	356	1,164
Unalakleet	335	427	762	144	114	258	1,020
Eaton	343	423	766	127	115	242	1,008
Bethel	280	613	893	221	215	436	1,329
Nulato			194			96	290
Iliamna	109	190	299	76	63	139	438
Bettles ^a			300			100	400
Total	2,462	4,132	7,263	1,231	1,192	2,978	10,241

^a No complete report received; number estimated.

Table 5 shows the number of deer that have been loaned from time to time. The station at Wales received 118 deer in August, 1894, the same being deer that were purchased out of a fund of \$2,146, contributed by friends of the experiment in May and June, 1891, before the Congressional appropriations began. (See p. LX of the report of this Bureau for 1903.)

In Table 5 five Laplanders are named: Nils Klemetsen, Nils Persen Sara, Per M. Spein, Alfred S. Nilima, Ole O. Bahr. These five Laplanders came over at the instance of the War Department in 1898, when 539 reindeer were purchased in Norway with the intention of using them for the transportation of food from Haines to the upper Yukon Valley for the relief of American miners reported to be short of provisions and in danger of starvation. The War Department had turned over the remnant of the herd, depleted by disease due to the lack of moss, their native food in southeastern Alaska, to the number of 144, to this Bureau, and they were placed under the charge of Mr. Hedley D. Redmyer, employed for the purpose of driving this herd overland to the Yukon Valley and down the Yukon Valley to St. Michael. These five Laplanders complained to their home government that they had been promised a herd of reindeer and that this promise had not been fulfilled. It was found, on examining the written agreements, that some mention was made of a possible loan of reindeer at the close of their service on the relief expedition.

This Office, under advice, took into its employ the five Laplanders (named in Table No. 5 and marked with an asterisk), all of whom were well trained in herding reindeer and in teaching their use in harness. A loan to each one of the five was made, with the agreement that they should serve five years in charge of reindeer herds and as teachers of the apprentices at these herds, meanwhile to receive in payment for their services the increase of the herd of 100 from year to year, returning the 100 deer to the Government—75 females and 25 males, not over 6 years nor under 1 year old. The loan of these began in 1901 and closes in the summer of 1906, when 499 will be due from these herdsmen and be returned to the Government.

TABLE 5.—*Reindeer loaned.*

Station.	Loaned.	When loaned.	When due.
Wales (Congregational).....	118	Aug., 1894	Gift.
Golofnin Bay (Swedish Lutheran).....	50	Jan. 16, 1896	Returned.
Tanana (Episcopal).....	50	do.....	Do.
Nils Klemetsen*.....	100	July 1, 1902	July 30, 1907.
Teller (Norwegian Lutheran).....	100	Sept. 1, 1900	Returned Sept., 1906.
Nulato (Roman Catholic).....	100	Mar., 1901	Mar., 1906
Bethel (Moravian).....	88	Feb. 26, 1901	Feb., 1906
Nils Persen Sara*.....	100	July, 1901	June 30, 1906
Carmel (Moravian).....	88	Feb. 26, 1901	Feb., 1906
Per M. Spein*.....	100	July, 1901	June, 1906
Kotzebue (Friends).....	95	Sept. 2, 1901	Sept., 1906
Alfred S. Nilima*.....	99	July, 1901	June 30, 1906
Unalakleet (Swedish Lutheran).....	100	July 1, 1903	June 30, 1908
Ole O. Bahr*.....	100	July 1, 1901	June 30, 1906
Deering (Friends).....	100	Jan. 18, 1905	Jan. 18, 1910

Nils Klemetsen is in charge of the herd at Golofnin Bay; Nils Persen Sara in charge of the first Bethel herd; Per M. Spein in charge of the second Bethel herd; Alfred S. Nilima in charge of the Kotzebue herd; Ole O. Bahr in charge of the Unalakleet herd. The returns of four loans are due at various dates in 1906—Nulato 100, Bethel 88, Carmel (the second Bethel herd) 88, Kotzebue 95; one loan of 100 at Unalakleet due in 1908; one of 100 at Deering due in 1910. The six loans amount to 571, which, added to the number loaned to the Lapland herders (499), gives a total of 1,070 still loaned. (See also Tables 10 and 11, under "Ownership," where this matter will be further illustrated.)

Table 6 shows stations, the year of their establishment, the total number of deer in 1905, and the number of apprentices employed at those stations, together with the number of deer owned by apprentices. Seventy-eight apprentices are accounted for in 13 stations, and their holdings in the aggregate amount to 3,817 deer, leaving 6,424, of which, according to Table 9, 3,073 belong to the Government, 2,127 to the stations, and 1,224 to the Lapp herders.

TABLE 6.—*Number of apprentices, with their holdings.*

Station.	When estab- lished.	Total deer, 1905.	Appren- tices.	Deer owned by ap- prentices.
Teller.....	1892	941	5	494
Wales.....	1894	942	8	537
Golofnin.....	1896	1,164	12	388
Unalakleet.....	1897	1,020	8	809
Barrow.....	1898	623	10	546
Gambell.....	1900	189	3	35
Bethel.....	1901	1,329	4	64
Kotzebue.....	1901	732	4	40
Nulato.....	1901	290	3	.....
Eaton.....	1902	1,008	9	604
Kivalina.....	1905	220	2	220
Deering.....	1905	479	3	351
Illamna.....	1906	438	.....	.....
Bettles.....	1905	a 400	.....	.....
Shishmaref.....	1905	460	7	294
Total.....	.....	10,241	78	8,817

a Estimated; no complete report received.

Table 7 shows the annual Congressional appropriations from year to year, beginning with 1894. The sum expended in one year by Congressional appropriation for the relief of the miners in the Yukon Valley, supposed to be in a starving condition, was somewhere near the total expended to date for the introduction of reindeer.

TABLE 7.—*Congressional appropriations for the introduction of domestic reindeer into Alaska from Siberia.*

Year.	Amount.	Year.	Amount.
1894.....	\$6,000	1902.....	\$25,000
1895.....	7,500	1903.....	25,000
1896.....	7,500	1904.....	25,000
1897.....	12,000	1905.....	25,000
1898.....	12,000	1906.....	15,000
1899.....	12,500	Total.....	222,500
1900.....	25,000		
1901.....	25,000		

TABLE 8.—*Expenditure for reindeer for Alaska, 1905.*

Purpose.	Amount.	Purpose.	Amount.
Salaries, 15 employees.....	\$10,016.67	Rations to families of 5 herders.....	\$858.20
Supplies, 8 stations.....	3,830.86	Purchase of 85 deer, at \$25.....	2,125.00
Transfer of 5 herds.....	2,382.96	Liabilities for supplies and the pur- chase of deer.....	4,493.35
Freight.....	171.60	Total.....	25,000.00
Traveling expenses, 7 employees.....	695.55		
Printing, binding, etc.....	425.81		

TABLE 9.—*Ownership of reindeer.*

Station.	Gov- ern- ment.	Sta- tion.	Ap- pre- ntices and herd- ers.	Total.	Station.	Gov- ern- ment.	Sta- tion.	Ap- pre- ntices and herd- ers.	Total.
Barrow	88	.....	546	629	Unalakleet	478	.....	542	1,020
Kivalina .....	.....	.....	220	220	Eaton	214	189	605	1,008
Kotzebue	194	215	^a 323	732	Bethel	376	891	562	1,329
Deering	100	28	351	479	Nulato	100	190	.....	290
Shishmaref .....	.....	166	294	460	Iliamna	438	.....	.....	438
Wales	189	216	537	942	Bettles ^b	400	.....	.....	400
Gambell	154	.....	35	189	Total	8,073	2,127	5,041	10,241
Teller	215	270	456	941					
Golofnin	132	462	570	1,164					

^a Eleven of these are sled deer owned by white miners.^b Estimated; no report received.

The number of deer owned by the Government at the close of the fiscal year ending June 30, 1905; was 3,073, of which 2,003 were under direct control and 1,270 loaned. Since that time a loan has been made of the herd in the Koyukuk Valley at Bettles to the station at Tanana in all 300 deer to complete the stocking of the middle and upper Yukon Valley from the station at the mouth of the Tanana River as a center. (See Table 10.)

It is far cheaper and more effective for educational purposes to loan the deer to mission stations than to establish large Government herds with numerous apprentices, because of the expense of food and clothing for the apprentices and the necessity of costly supervision to prevent fraud in the distribution of rations (a whole family living on the food secured by each apprentice) and in the theft of female deer from the herd to stock other herds. Under the loaning system the Government is not responsible for irregularities in these particulars, but can hold the mission to account for compliance with the contract.

TABLE 10.—*Deer belonging to the Government.*

Station.	Loaned.	Under direct control.	Total.	Station.	Loaned.	Under direct control.	Total.
Barrow .....	.....	83	83	Bethel	376	.....	376
Kotzebue	194	.....	194	Kivalina .....	.....	.....	.....
Wales .....	.....	189	189	Deering	100	.....	100
Gambell .....	.....	154	154	Shishmaref .....	.....	.....	.....
Teller .....	.....	215	215	Iliamna .....	.....	438	438
Golofnin	100	32	132	Bettles ^a .....	.....	400	400
Unalakleet	100	378	478	Total	1,070	2,003	3,073
Eaton	100	114	214				
Nulato	100	.....	100				

^a Estimated; no report received.

In summing up the situation it is found (1) the reindeer herds increase in the aggregate and for the most part in detail at such a rate as to double once in three years; (2) the five years' training of the apprentice for herdsman sifts out the apprentices that lack persistence and trustworthiness and secures native apprentices who are eminent for thrift and ability to resist the encroachments of marauders who attempt to deprive them of their deer either by violence or by fraud; (3) it is perfectly safe to market a number of

males in the herd in any given year equal to one-fourth of the fawns born in that year. The herders within 200 miles of a mining camp realize from \$20 to \$50 apiece for their deer if sold on such advantageous terms as the miners pay for their food; (4) every herd is in the nature of things an industrial school for the training of all assistant herdsman and apprentices required. It is desirable, therefore, to found new centers of reindeer herds in as many accessible places as possible throughout northern and western Alaska, and it is desirable to bring them into relation by connecting them with the postal routes; (5) some of the stations have been self-supporting for a long time and there is a prospect of all becoming self-supporting; (6) one of the conditions required of a station taking a loan is that there shall be no female deer slaughtered. Owing to the impossibility of organizing a close supervision over stations separated one from another by such distances that they can be visited only once a year, there is danger that this regulation may be violated in many cases. But according to Table 4 the ratio of females to males in the several herds at the close of the fiscal year 1905 was 62 to 38.

RECOMMENDATION.

For the better protection of the reindeer in Alaska there should be a law of Congress prohibiting entirely the slaughter or sale (except to Government) of female deer; also the slaughter of male deer under the age of 2 years, with a sufficient penalty (say \$100 for each animal slaughtered) to make the law effective.

READING MATTER FOR ALASKA.

Second-hand magazines, papers, etc., for distribution in Alaska, have been sent to this Office from the following churches in this city: First Congregational Church, Mount Pleasant Congregational Church, Calvary Baptist Church, New York Avenue Presbyterian, Church of the Covenant, Fourth Presbyterian, West Presbyterian, Metropolitan Presbyterian, Epiphany Episcopal Church, Chevy Chase Episcopal Church, Gunton Temple Presbyterian Church, St. Patrick's Roman Catholic Church, Luther Place Memorial Lutheran Church, First Presbyterian Church, and Western Presbyterian Church.

The magazines so received have been distributed to the following places in Alaska: Public schools at Carmel, Bethel, Gambell, Barrow, Cape Prince of Wales, Unalakleet, Kake, Kotzebue, Afognak, Golofnin, Holy Cross Mission, Killisnoo, Hoonah, Yakutat, Wood Island, Unalaska, Haines, Klawock, Jackson, Kasaan, Saxman, Teller, Petersburg, Ikogmute, Deering, Bettles, Wainwright, Kivalina, Shishmaref, St. Michael, Nulato, Council, and Shakan. Also to the following mission stations: Presbyterian, Point Barrow; Congregational, Cape Prince of Wales; Swedish, Unalakleet; Swedish, Golofnin; Moravian, at Quinhagak; Moravian, Bethel; Roman Catholic, Holy Cross Mission; Episcopal, Anvik; Episcopal, Tanana; Congregational, Valdez; Methodist, Unalaska; Friends, Douglas; Presbyterian, Juneau; Moravian, Ougavik, making in all 46 sacks of mail. So large a supply of good reading must of necessity exert a salutary influence in those regions that are so largely cut off from printed mail matter during the winter.

Expenditures for education outside of incorporated towns, 1904-5.

Object.	Amount.	Object.	Amount.
Salaries, 5 officials	\$6, 874. 67	Traveling expenses, 3 carpenters and 4 officials	\$1, 223. 15
Salaries, 62 teachers (1904-5)	44, 450. 41	Freight, 13 schools	12, 611. 41
Salaries of teachers from 1903-4	1, 985. 61	Printing of reports, blanks, etc.	410. 06
Supplies, 54 schools	4, 731. 44	Office supplies	136. 15
Repairs, 11 schools	2, 937. 30	Set apart for buildings by Secretary of the Interior	60, 000. 00
Erection of 10 school buildings	10, 781. 41	Total expenditures	152, 331. 22
Fuel and light, 34 schools	3, 893. 71		
Rents, 5 buildings	239. 00		
Traveling expenses, 30 teachers	2, 056. 91		

DIVISION OF STATISTICS.

The statistical part of the education report for 1904 fills between 800 and 900 pages of the second volume. The work of collecting, tabulating, and summarizing this information is done by the clerks of the statistical division in charge of the statistician. During the scholastic year ending June 30, 1905, over 45,000 forms of inquiry were sent out by this Bureau. The first request for statistics is usually mailed from four to six weeks before the close of the school year and a second request to those failing to respond to the first about the middle of June. A third request is mailed in September, and in hundreds of instances a fourth request is necessary to elicit information from important schools. The table following indicates the 24 different forms of inquiry sent out, the number of items on each, the number of blanks mailed, the number of returns tabulated, and references to the chapters of the annual report where the information is printed for the year ending June, 1904.

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed (about).	Where information is tabulated in report for 1903-4.
State systems	74	50	200	Volume 1, introduction.
City systems	42	588	2, 000	Chapter 24, volume 2.
City and village systems	20	624	2, 000	Do.
Public high schools	46	7, 280	25, 000	Chapter 29, volume 2.
Private high schools	46	1, 606	6, 000	Do.
Normal schools	27	269	1, 000	Chapter 28, volume 2.
Universities and colleges	40	443	1, 000	Chapter 25, volume 2.
Colleges for women	22	121	400	Do.
Schools of technology	40	43	150	Do.
Agricultural colleges	45	65	300	Chapter 26, volume 2.
Medical schools	15	152	350	Chapter 27, volume 2.
Theological schools	13	153	350	Do.
Law schools	16	95	250	Do.
Dental schools	12	54	150	Do.
Schools of pharmacy	13	63	150	Do.
Veterinary schools	11	11	40	Do.
Schools for nurses	11	724	1, 500	Chapter 32, volume 2.
Manual training schools	48	195	600	Chapter 30, volume 2.
Commercial schools	18	516	2, 500	Chapter 31, volume 2.
Schools for the colored race	33	259	700	Chapter 33, volume 2.
Institutions for the blind	29	39	150	Chapter 35, volume 2.
Institutions for the deaf	31	137	350	Do.
Institutions for the feeble-minded	23	42	100	Do.
Reform schools	23	95	300	Chapter 34, volume 2.

DIVISION OF LIBRARY AND MUSEUM.

Books:	
Entered	1,312
Loaned	3,000
Shelved	7,375
Cards written for card catalogue	19,343
Catalogues numbered and stamped	9,470
Books indexed	2,448
Letters answered	591
Pamphlets filed	12,270
Periodicals:	
Entered	4,924
Filed	12,259
Miscellaneous:	
Books classified and marked	4,253
Documents sent out	603
Duplicates sent out	2,980
Volumes prepared for bindery	220

RÉSUMÉ.

Books arranged on shelves	12,000
Books in library June 30, 1905	85,335
Books received, entered, catalogued, and numbered	1,312
Catalogue cards made	19,343
Order cards made	1,000
Pamphlets disposed of, partly by exchange	7,000
Pamphlets in library June 30, 1905	97,000
Periodicals arranged in files	15,000
Slips addressed	5,550
Volumes disposed of, duplicates (educational reports, etc.)	4,000

CORRESPONDENCE DIVISION.

Mail matter received: Letters, 14,484; documents, 10,155; acknowledgments, 17,658; statistical forms, 16,341; periodicals, 16,874; documents from the Government Printing Office, 121,058.

Mail matter sent out: Letters, 16,217; documents, 123,473.

Mail matter missent to this Office and returned to the post-office, 773.

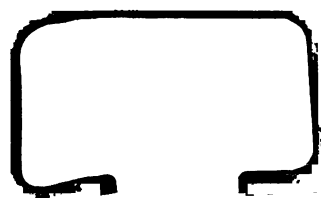
Registered mail received: From the Smithsonian Institution, 108 pieces; miscellaneous sources, 151 pieces.

Registered mail sent out, 679 pieces.

All of which is respectfully submitted.

W. T. HARRIS,
Commissioner.

The SECRETARY OF THE INTERIOR.





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A49

From Mrs. Angell

(Whole Number 383)

ANNUAL STATEMENT

GENERAL LIBRARY
UNIV. OF MICH.
SEP 14 1904

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR THE

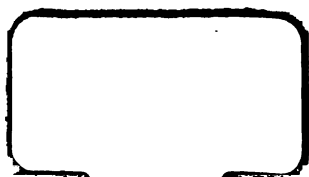
FISCAL YEAR ENDED JUNE 30, 1903.

U. S. Bur. of Educ.

WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1903.



[Whole Number 333]

ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1903.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1903.

ANNUAL STATEMENT
OF THE
COMMISSIONER OF EDUCATION
TO THE
SECRETARY OF THE INTERIOR.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 7, 1903.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ending June 30, 1903:

Since my last statement the annual report of this Office for 1901 has been delivered by the Public Printer and distributed to institutions of education in this country and abroad. The report for 1902 has been in the hands of the Printer for several months and is now nearly ready for distribution.

The Bureau of Education was established by Congress "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

In accordance with the general governmental policy of the United States the purpose of the Bureau is to aid local self-government in education. And this is done not by taking the control out of the hands of the people, but by collecting such information as will enable the local directors and teachers to manage their schools in the light of the experience of the whole country, and, as far as possible, of the whole world.

But there are certain functions which have been added from time to time to the Bureau by act of Congress differing somewhat from those described. The entire management of the Government schools in Alaska outside of incorporated towns is lodged in the Bureau, and a special agent appointed to take immediate charge of the schools under the general direction of the Commissioner of Education. The management of the annual distribution of the endowment by Congress of the agricultural and mechanical colleges (under act of August 30, 1890) is also placed in charge of this Bureau.

4 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

To obtain the items of information required to tabulate the statistics of schools in the United States 25 blank forms of inquiry are sent out to as many public offices and kinds of institutions. The items of information called for by these several forms of inquiry number in all 710, and the different schedules sent in to be tabulated amount to 15,721, but in many cases a second and a third schedule has to be mailed to the institution or public officer who makes the returns.

I give the following general items which condense into summaries the detailed statistics which go to make the bulk of my annual report for 1902:

Pupils enrolled in the common schools during the year, 15,925,887, the same being 20.28 per cent of the entire population, estimating the same at 78,544,816. In 1870 the number enrolled was 6,871,522, the same being 17.82 per cent of the population. In 1880 the percentage enrolled had increased somewhat, being at that time 19.67 per cent of the population. In 1890 the per cent of the total population had nearly reached the present rate. The average daily attendance for 1902 was 10,999,273, the same being 69 per cent of the total number enrolled. This is the largest average attendance on the number enrolled ever reported in the United States. It was only 59.3 per cent in 1870. The actual average number of days attended by each pupil enrolled reached 100 days, which was 22 days in excess of that of 1870. The school term for the first time in the history of the United States reached 145 days. These items and some others may be shown in a comparative table.

	1870.	1880.	1890.	1900.	1902.
Length of school term in days.....	132	130	135	144	145
Average number of days attended by each pupil enrolled.....	78	81	86	99	100
Number of male teachers.....	77,529	122,795	125,525	126,588	122,392
Number of female teachers.....	122,986	163,798	238,397	296,474	317,204
Amount expended for the support of public schools.....	\$63,396,666	\$78,094,687	\$140,506,715	\$214,964,618	\$235,208,465
Expenditure per capita of population.....	\$1.64	\$1.56	\$2.24	\$2.84	\$2.99
Per cent of the amount of income from State taxes.....	18.4	.....	18.4	17.2	15.4
Per cent of the amount of income from local taxes.....	67.9	.....	67.9	68	68.5
Entire value of school property.....	.....	.....	\$342,581,791	\$550,069,217	\$601,571,307

It will be noted that male teachers formed nearly 39 per cent of the entire number in 1870 and nearly 43 per cent in 1880, but only 34.5 per cent in 1890 and less than 28 per cent in 1902. The average monthly wages of teachers for 1902 was \$49.05 for males and \$39.77 for females, a slight increase over the previous year.

The above figures relate to the public schools only. In addition the private schools are tabulated at 1,103,901 for the elementary schools and 168,636 for academies and other secondary schools.

The total enrollment for the year, including public and private, elementary, secondary, and higher education, was 17,460,000 pupils, and to this there should be an addition made for evening schools, business schools, private kindergartens, Indian schools, State schools for defectives, orphans, etc., 620,840, making a grand total of 18,080,840 in general and special schools.

The increase of the length of the school term noted above, from 132 days in the year to 145 days, is due to the growth of cities and large

villages. The school year includes 200 days in nearly all of the large cities and 180 days in the majority of the villages, but from these days should be deducted national and State holidays. With the growth of cities the regular State tax for schools grows less and the local taxation increases.

An interesting question arises as to the amount of schooling that each individual of the population is receiving on an average. This can be calculated from the actual number of days attended by the pupils in the public schools, and the attendance on the private schools may be closely estimated. In 1870 the average schooling given to each inhabitant was 672 days, counting in all of the short periods of schooling which he may have had during the thirteen years of his school age. This average increased to 792 days in 1880, and to 892 days in 1890, and to 1,032 days in 1902. The States of the North Atlantic division have a longer period than this, amounting to 1,354 days. The South Atlantic and the South Central divisions fall below, but are rapidly increasing. The South Central division of States, for instance, had only 224 days as the average entire amount of schooling according to the rate of attendance of the year 1870, and it had increased to 622 days in 1902. The South Atlantic average was a little more, being 246 days at the time of 1870 and 702 days in 1902. The increase of the population, number, and size of cities in the South, owing to the influence of the railroad and manufacturing towns, has been the chief reason for this increase of the amount of schooling given on an average to each of the population, and reveals the earnestness of the South in the work of extending and perfecting their educational systems. Of the 1,032 days which are given to the average citizen of the United States, if estimated at the rate of attendance of last year, 930 days of it are furnished by the public school system, which is a larger proportion than that of 1870, in which year, out of the total of 772 days, only 582 days were given in the public school.

According to a somewhat careful estimate the total amount of schooling given to the average of the population in 1800 did not exceed 82 days, but by 1840 this had risen to 208 days. The decade ending in 1850 showed a great increase of interest in schools owing to the labors of Horace Mann and his disciples in New England and elsewhere, and at the rate of attendance on schools in 1850 the entire population could count on 420 days each; at the rate of 1860, 434 days; in 1870, 672 days; 1880, 792 days; 1890, 892 days; 1902, 1,032 days.

CITY AND VILLAGE SCHOOL SYSTEMS.

In 1902 580 cities, containing 8,000 inhabitants and upward, and 459 villages, containing 4,000 to 8,000 inhabitants, reported. The aggregate number of public school children enrolled in these 580 cities was 4,174,812 pupils. Besides these there was an enrollment of 877,210 pupils in private and parochial schools; male teachers, 6,969; female teachers, 83,775. These cities alone expended \$111,159,665. The entire population aggregated 25,293,143 people. In 1890 442 cities, of 8,000 inhabitants and upward, reported an aggregate enrollment in the public schools of 2,627,275. It is interesting to note that the supervising officers in city schools number 5,025.

PUBLIC HIGH SCHOOLS.

Students receiving secondary instruction (the ninth to the thirteenth year's work of the course of study) numbered in all 734,760 in 1902 and only 367,003 in 1890. The number has doubled in twelve years. Of these pupils 566,124 were enrolled in public institutions and 168,636 in private institutions and in preparatory departments of institutions for higher education. The public high schools enrolled 75 per cent of the entire number of secondary students. Secondary students numbered almost 1 per cent (0.94) of the entire population in 1902, having increased from a little more than one-half of 1 per cent (0.59) in 1890. 32,318 teachers were engaged in public high schools and in private schools of the same grade. The increase in public high schools has been very rapid in recent years. In 1890 there were 2,526 such schools and in 1902 6,292. 275,674 of the students in the public high schools were studying Latin; 309,164 studying algebra; 13,780 studying Greek; 153,731 studying geometry; 216,403 studying history; 40,602 studying chemistry. The number studying Latin in 1892 was 39 per cent of the entire number of students attending public high schools, and in 1902 the per cent had increased to 50.07. The value of the school property of the high schools of the United States amounted to nearly 125 millions; that of private schools of the same grade amounted to about 65 millions. About one-half of the private schools are controlled by religious denominations.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

The total number of institutions of this class reporting in 1902 is 638, of which 131 admit women only; 134 universities and colleges admit only men to the undergraduate department, and 330 admit both men and women. Of the 43 schools of technology 27 institutions report women among their undergraduates. The total number of students resident at these institutions in 1902 was reported at 107,391. Of these, 66,325 men and 22,507 women were in universities and colleges for men and for both sexes; 5,549 were in colleges for women; 11,808 men and 1,202 women were in schools of technology. Comparing 1902 with 1890 the total number of men had increased from 44,926 to 78,133, and the number of women had increased from 10,761 to 29,258. Of the entire number, 107,391, 49,982 were in classical courses and 14,287 were in other courses for general culture; 7,393 in general science courses; 3,472 in agriculture. It is interesting to note that the total value of property possessed by these institutions for higher education amounts to \$417,205,234; seven of these institutions have endowments of more than 5 millions each, and eight have from 2 million to 5 million dollars. The total amount of benefactions reported by the several institutions for higher education as having been received during the year is \$17,039,967. The total benefactions of all kinds for educational purposes as well as for philanthropic purposes for the year was, of course, very much larger than this.

PROFESSIONAL SCHOOLS.

Professional students and graduates for 1902 were as follows: Theological, 148 schools, 7,343 students (108 of these being women and 2,069 having received A. B. or B. S.), 1,656 graduates; law, 102 schools,

13,912 students (of these 165 were women and 2,644 had received A. B. or B. S.), 3,524 graduates; medical, 154 schools, 26,821 students (of whom 2,476 had received A. B. or B. S.), 5,069 graduates; dental, 56 schools, 8,420 students (of whom 265 had received A. B. or B. S.), 2,288 graduates; pharmaceutical, 59 schools, 4,427 students (of whom 43 had received A. B. or B. S.), 1,379 graduates; veterinary, 11 schools, 576 students (of whom 22 had received A. B. or B. S.), 141 graduates. It is interesting to note the comparison—3,254 theological students in 1870, 7,343 in 1902; 1,653 law students in 1870, 13,912 in 1902. This great change in law schools indicates that the fitting for the profession of law has become less a matter of studying in the office of a lawyer and more a matter of attending a regular law school. There were 6,194 medical students in 1870 and 26,821 in 1902.

AGRICULTURAL AND MECHANICAL COLLEGES.

These institutions, 50 of them for white students and 16 of them for colored students, are counted most of them in the list of universities and colleges already considered; a few of them are counted with secondary institutions or with State normal schools. These 66 institutions were endowed by the acts of Congress approved July 2, 1862, and August 30, 1890; in 1902 they received in the aggregate from the States and Territories in which they are situated the sum of \$4,253,257, and from the income derived from the lands received under land grant of 1862, \$684,141, and from later land and money grants \$1,315,919. The Federal Government contributed about 22 per cent of the income of these colleges. The total number of students in the collegiate departments of the institutions for white people was 15,096 men and 1,654 women. In the colored institutions there were 2,410 men and 2,095 women in the preparatory departments and only 235 men and 61 women in the collegiate departments. According to the provisions of the act of Congress of August 30, 1890, none of the money received from that endowment (\$25,000 a year to each State or Territory) can be appropriated for foreign languages, whether modern or classic. These languages are, however, provided for out of other funds. The total value of the property owned by these institutions is \$69,660,303, of which nearly three millions and a half belong to the institutions for colored students. In table on pages 28-29 is reported the disbursement of the fund of August 30, 1890, for the past year.

SCHOOLS FOR THE TRAINING OF TEACHERS.

In 1902 there were 282 public and private normal schools reporting to the Bureau. There were 65,068 normal students in these institutions, 10,005 of whom graduated. In 1890 there were 178 institutions, 34,814 students, and 5,237 graduated. The total number and the graduates have nearly doubled. Besides these there were 29,065 normal students in universities and colleges and high schools in 1902. State appropriations for public normal schools in 1890 amounted to \$1,312,419 for current expenses and \$900,533 for new buildings. In 1902 the amount for current expenses had reached \$3,228,090, and for buildings \$906,301; 139 public normal schools report an aggregate of \$20,628,432 as the value of their school property.

MANUAL AND INDUSTRIAL TRAINING SCHOOLS.

One hundred and sixty-three schools of this class reported to the Bureau in 1902. The number of pupils for that year was 49,269 (29,183 boys and 20,086 girls), and the current expenses \$1,118,406. Thirty-seven cities reported manual training in 1890 and 270 cities in 1902. Besides manual training, technically so called, without instruction for trades, a large majority of the schools report special trades as included in their course of study. Out of 140 schools that report the number of students in each branch 123 report trades.

OTHER SCHOOLS.

Besides the items mentioned above, information is obtained by schedule regarding the commercial schools newly established and regarding business schools. Commerce is taught in 177 universities and colleges, 51 public and private normal schools, 956 academies, 3,213 public high schools, and 520 business schools, a total of 240,697 students being engaged in preparing themselves for commercial work.

There are reports from institutions for the blind showing that there were 39 schools, containing 4,315 pupils; 121 schools for the deaf, with 11,938 pupils; 20 State schools for the feeble-minded, showing 12,079 pupils in attendance.

There were 92 reform schools in the United States in 1902, enrolling 29,612 pupils. Of these, 18,469 were learning useful trades.

In 1902 the common school enrollment in colored schools in the 16 former slave States and the District of Columbia numbered 1,587,309. In 1877, the first year in which the statistics of the colored were taken separately, there were 571,506 colored pupils and 1,827,139 white pupils in the schools of the South. This number increased to 2,215,674 white pupils and 784,709 colored pupils in 1880. In 1890 the white pupils had increased to 3,402,420 pupils, and the colored pupils had increased to 1,296,959. The increase, therefore, in the past thirteen years of white pupils has been nearly 1,300,000, and 440,000 colored pupils. The expenditure for the public schools of both races in these 16 States and the District of Columbia amounted to \$37,567,552 in the year 1902. The total amount of public funds expended during the period beginning in 1876 and ending in 1902, for white and colored, has been \$687,691,329, of which it is estimated that more than 125 millions have been expended to support the common schools for negro children.

DIVISION OF CORRESPONDENCE AND RECORDS.

Mail matter received:

Letters	13, 346
Documents by mail	11, 371
Documents from Government Printing Office and other sources	70, 291
Acknowledgments	24, 454
Statistical forms	14, 673
Periodicals and papers	17, 327

Mail matter sent out:

Letters	12, 029
Acknowledgments	1, 372
Documents	83, 712

DIVISION OF LIBRARY AND MUSEUM.

Books:	
Entered	2, 283
Loaned	1, 730
Shelved	3, 515
Cards written for card catalogue	14, 695
Catalogues:	
Filed	15, 710
Numbered	
Stamped	
Indexing books	3, 204
Letters answered	315
Pamphlets filed	10, 980
Periodicals:	
Entered	6, 047
Filed	10, 426
Miscellaneous:	
Books classified and marked	5, 222
Documents sent out	702
Duplicates sent out	8, 861
Volumes prepared for bindery	956

RÉSUMÉ.

Books arranged on shelves	4, 915
Books classed	5, 222
Books in library June 30, 1903	82, 262
Books loaned	1, 730
Books received, entered, catalogued, and numbered	3, 593
Catalogue cards made	18, 625
Order cards made	1, 000
Pamphlets disposed of, partly by exchange	10, 098
Pamphlets in library June 30, 1903	114, 602
Periodicals arranged in files	14, 926
Periodicals entered	10, 887
Slips addressed	4, 996
Volumes disposed of, duplicates (educational reports, etc.)	5, 000

DIVISION OF STATISTICS.

The statistical part of the Education Report for 1902 fills between 800 and 900 pages of the second volume. The work of collecting, tabulating, and summarizing this information is done by the clerks of the statistical division in charge of the statistician. During the scholastic year ending June 30, 1903, nearly 50,000 forms of inquiry were sent out by this Bureau. The first request for statistics is usually mailed from four to six weeks before the close of the school year and a second request to those failing to respond to the first about the middle of June. A third request is mailed in September, and in hundreds of instances a fourth request is necessary to elicit information from important schools. The following table indicates the 25 different forms of inquiry sent out, the number of items on each, the number of blanks mailed, the number of returns tabulated, and references to the chapters of the annual report where the information is printed for the year ending June, 1902:

10 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed (about).	Where information is tabulated in Report for 1901-2.
State systems.....	74	50	200	Volume 1, introduction.
City systems.....	42	580	2,000	Chapter XXXIV, volume 2.
City and village systems.....	20	459	2,000	Do.
Public high schools.....	46	6,292	20,000	Chapter XXXIX, volume 2.
Private high schools.....	46	1,835	6,000	Do.
Normal schools.....	27	282	1,200	Chapter XXXVIII, volume 2.
Universities and colleges.....	40	464	1,000	Chapter XXXV, volume 2.
Colleges for women.....	22	131	500	Do.
Schools of technology.....	40	43	150	Do.
Agricultural colleges.....	45	65	300	Chapter XXXVII, volume 2.
Medical schools.....	15	154	350	Chapter XXXVI, volume 2.
Theological schools.....	13	148	350	Do.
Law schools.....	16	102	200	Do.
Dental schools.....	12	56	150	Do.
Schools of pharmacy.....	13	59	150	Do.
Veterinary schools.....	11	11	50	Do.
Schools for nurses.....	11	545	2,000	Chapter XLII, volume 2.
Manual-training schools.....	48	162	500	Chapter XL, volume 2.
Commercial schools.....	18	520	2,500	Chapter XLI, volume 2.
Schools for the colored race.....	33	235	700	Chapter XLIII, volume 2.
Institutions for the blind.....	29	39	150	Chapter XLV, volume 2.
Institutions for the deaf.....	31	121	350	Do.
Institutions for the feeble-minded.....	23	32	50	Do.
Reform schools.....	23	92	350	Chapter XLIV, volume 2.
Public and private kindergartens.....	12	3,244	10,000	Chapter LI, volume 2.

TABLE 1.—Common scho of statistics of the United States.

	1869-70.	1879-80.	1889-90.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901. ^a	1901-2. ^a
I.—General statistics.									
Total population.....	6 38,538,371	6 50,155,783	6 62,622,250	6 71,445,273	6 72,792,617	6 74,178,966	6 75,602,515	6 77,262,743	6 78,544,816
Persons 5 to 18 years of age.....	6 12,055,448	6 15,065,767	6 18,543,201	6 20,484,160	6 20,782,210	6 21,090,070	6 21,404,322	6 21,897,678	6 22,261,863
Pupils enrolled (duplicates excluded).....	6 871,522	9 867,905	12 722,581	14 823,069	15 103,874	15 176,219	15 503,110	15 603,451	15 925,887
Per cent of total population enrolled.....	17.82	19.67	20.32	20.75	20.75	20.46	20.51	20.20	20.28
Per cent of persons 5 to 18 years of age enrolled.....	57.00	65.50	68.61	72.36	72.68	71.96	72.43	71.26	71.54
Average daily attendance.....	4,077,347	6,144,143	8,153,635	10,052,554	10,356,458	10,828,396	10,632,772	10,692,091	10,999,273
Relation of same to enrollment (per cent).....	59.3	62.3	64.1	67.8	68.6	68.1	68.6	68.5	69.1
Average length of school term (days).....	132.2	130.3	134.7	142.0	143.0	143.0	144.3	144.2	145.0
Total number of days attended by all pupils.....	539,053,423	800,719,970	1,098,232,725	1,427,402,478	1,480,466,644	1,477,016,244	1,534,822,633	1,542,074,801	1,594,738,835
Average number of days attended by each person, 5 to 18.....	44.7	53.1	59.2	69.7	71.2	70.0	71.8	70.4	71.6
Average number attended by each pupil enrolled.....	78.4	31.1	86.3	96.3	98.0	97.3	99.0	98.8	100.1
Male teachers.....	77,529	122,795	125,525	131,221	132,257	131,207	126,588	123,941	122,392
Female teachers.....	122,966	163,798	238,397	273,737	278,556	283,065	296,474	306,063	317,204
Whole number of teachers.....	200,515	286,593	363,922	404,958	410,813	414,272	423,062	430,004	439,596
Per cent of male teachers.....	38.7	42.8	34.5	32.4	32.2	31.7	29.9	28.8	27.8
Average monthly wages of male teachers ^d				\$44.62	\$45.16	\$45.25	\$46.53	\$47.55	\$49.05
Average monthly wages of female teachers ^d				\$38.38	\$38.74	\$38.14	\$38.93	\$39.17	\$39.77
Number of schoolhouses ^e	116,312	178,222	224,526	243,753	242,391	244,833	248,279	249,969	254,076
Value of all school property.....	\$130,383,008	\$208,571,718	\$342,531,791	\$477,321,190	\$495,912,048	\$523,679,996	\$550,069,217	\$576,963,089	\$601,571,307
II.—Financial statistics.									
Receipts:									
From income of permanent funds and rents.....									
From State taxes.....			\$7,744,765	\$9,047,097	\$9,333,554	\$9,007,887	\$9,152,274	\$9,823,482	\$10,522,343
From local taxes.....			26,345,823	33,941,657	35,122,035	35,341,064	37,886,740	38,476,250	38,330,589
From all other sources.....			97,222,426	130,317,708	135,515,785	144,897,878	149,486,845	161,246,764	170,778,586
Total received.....			11,882,292	18,652,908	19,862,008	14,090,384	23,240,130	25,422,423	29,742,141
Per cent of total derived from—									
Income of permanent funds and rents.....				\$9,047,097	\$9,333,554	\$9,007,887	\$9,152,274	\$9,823,482	\$10,522,343
State taxes.....			18.4	17.7	17.6	17.4	17.2	16.4	15.4
Local taxes.....			67.9	67.9	67.8	71.3	68.0	68.6	68.5
All other sources.....			8.3	9.7	9.9	6.9	10.6	10.8	11.9

^a The figures for this year are subject to correction.
^b United States census.

^c Estimated.
^d Several States are not included in this average.

^e Including buildings rented.

TABLE 1.—Common school statistics of the United States—Continued.

	1869-70.	1879-80.	1889-90.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901. ^a	1901-2. ^a
I.—Financial statistics—Continued.									
Expenditures:									
For sites, buildings, furniture, libraries, and apparatus.....			\$26,207,041	\$32,376,476	\$31,415,283	\$31,229,308	\$35,450,820	\$40,361,964	\$41,758,488
For salaries of superintendents and teachers.....	\$37,832,566	\$55,942,972	91,836,484	119,310,503	124,192,270	129,345,873	137,687,746	142,776,168	150,013,734
For all other purposes.....			22,463,190	35,995,290	38,685,408	39,579,416	41,826,052	42,905,104	43,436,243
Total expended.....	63,396,686	78,094,687	140,506,715	187,682,269	194,292,911	200,154,597	214,964,618	226,043,236	235,208,465
Expenditure per capita of population.....	\$1.64	\$1.56	\$2.24	\$2.63	\$2.67	\$2.70	\$2.84	\$2.93	\$2.99
Expenditure per pupil (of average attendance):									
For sites, buildings, etc.....			\$3.21	\$3.22	\$3.03	\$3.03	\$3.33	\$3.77	\$3.79
For salaries.....	\$9.28	\$9.10	11.26	11.87	11.99	12.62	12.95	13.35	13.64
For all other purposes.....			2.76	3.58	3.74	3.83	3.93	4.02	3.96
Total expenditure per pupil.....	15.55	12.71	17.23	18.67	18.76	19.38	20.21	21.14	21.38
Per cent of expenditure devoted to—									
Sites, buildings, etc.....			18.6	17.3	16.2	15.6	16.5	17.8	17.7
Salaries.....	59.7	71.6	65.4	63.6	63.9	64.6	64.0	63.2	63.8
All other purposes.....			16.0	19.1	19.9	19.8	19.5	19.0	18.5
Average expenditure per day for each pupil (cents):									
For salaries.....	7.0	7.0	8.4	8.4	8.4	8.8	9.0	9.3	9.4
For all purposes.....	11.8	9.7	12.8	13.1	13.1	13.6	14.0	14.7	14.7

^a The figures for this year are subject to correction.

TABLE 2.—Number of pupils and students of all grades in both public and private schools and colleges, 1901-2.

NORE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, and Indian Territory. *North Central Division:* Ohio, Indiana, Michigan, Wisconsin, Illinois, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Students receiving higher instruction.														
	Pupils receiving elementary instruction (primary and grammar grades). ^b		Pupils receiving secondary instruction (high-school grades). ^a		In universities and colleges. ^c				In schools of medicine, law, and theology. ^e			In normal schools. ^d			Total higher.
	Public.	Private (largely estimated).	Public. ^b	Private (in preparatory schools, academies, seminaries, etc.).	Public. ^d	Private.	Total.	Public. ^f	Private.	Total.	Public.	Private.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
The United States ..	15,375,276	1,103,901	566,124	168,636	39,487	80,009	119,496	10,726	50,773	61,499	49,403	15,665	665,068	99,616	146,447
North Atlantic division ..	3,552,652	383,870	184,800	53,279	5,470	31,150	36,620	270	17,898	18,168	17,242	1,268	18,510	22,982	50,316
South Atlantic division ..	2,251,329	107,005	30,933	25,549	4,710	11,129	15,839	1,392	6,803	8,195	4,083	1,538	5,641	10,185	19,490
South Central division ...	3,116,136	159,714	43,060	30,567	3,772	11,263	15,035	1,326	5,918	7,244	5,291	2,277	7,538	10,359	19,458
North Central division ...	5,599,946	407,624	269,467	48,719	19,601	23,281	42,982	6,826	18,492	25,313	18,807	10,465	29,392	45,384	52,258
Western division	855,213	45,688	37,844	10,482	5,984	3,186	9,120	912	1,662	2,574	3,910	77	3,987	10,756	4,925

^aIncluding pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils who are classed in column 2 and 3.

^bThis is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^cIncluding colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^dMainly State universities and agricultural and mechanical colleges.

^eIncluding schools of dentistry, pharmacy, and veterinary medicine.

^fMainly in schools or departments of medicine and law attached to State universities.

^gNonprofessional pupils in normal schools are included in columns 4 and 5.

^hThere are, in addition to this number, 29,065 students taking normal courses in universities, colleges, and public and private high schools.

TABLE 2.—*Number of pupils and students of all grades in both public and private schools and colleges, 1901-2—Continued.*

Division.	Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils.			Per cent of public pupils.			Per cent of the total population enrolled in each grade.			
	Elementary.	Secondary.	Higher.	Public.	Private.		Elementary.	Secondary.	Higher.	Elementary.	Secondary.	Higher.	Elementary.	Secondary.	Higher.	Total.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
The United States...	16,479,177	734,760	246,063	16,041,016	1,418,984	17,460,000	94.38	4.21	1.41	93.30	77.05	40.48	20.98	0.94	0.31	22.23
North Atlantic division...	3,986,522	238,079	73,298	3,760,434	487,465	4,247,899	92.67	5.60	1.73	90.25	77.62	31.35	18.05	1.09	0.34	19.48
South Atlantic division...	2,358,334	156,542	29,675	2,292,467	152,084	2,444,551	96.47	2.31	1.22	95.46	54.74	34.82	22.05	0.53	0.27	22.85
South Central division...	3,275,850	73,627	23,817	3,169,565	209,739	3,379,294	96.94	2.18	0.88	95.12	58.48	34.74	22.96	0.50	0.20	22.98
North Central division...	6,007,570	318,186	97,692	5,914,747	508,601	6,423,348	89.53	4.95	1.52	93.21	84.69	46.45	22.33	1.18	0.36	23.87
Western division	900,901	48,228	16,681	903,813	61,095	964,908	83.37	5.01	1.62	94.93	78.31	68.59	20.39	1.09	0.36	21.84

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TABLE 3.—Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1870.	1880.	1890.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	^a 1901.	^a 1902.
The United States ..	3.36	3.96	4.46	4.85	4.87	4.99	5.09	5.20	5.09	5.23	5.14	5.16
North Atlantic division...	5.06	5.69	6.05	6.41	6.52	6.67	6.84	6.95	6.90	6.98	6.94	6.77
South Atlantic division...	1.23	2.22	2.73	3.02	3.01	3.01	3.07	3.32	3.11	3.26	3.35	3.51
South Central division....	1.12	1.86	2.42	3.00	2.81	2.87	3.03	3.04	3.09	3.21	2.97	3.11
North Central division.....	4.01	4.65	5.36	5.72	5.81	6.00	6.01	6.15	6.01	6.18	6.05	6.06
Western division.....	3.56	4.17	4.57	5.29	5.62	5.66	5.90	5.85	5.42	5.53	5.61	5.67

^a Subject to correction.

TABLE 4.—The same, taking into account only the schooling furnished by public elementary and secondary schools.

	1870.	1880.	1890.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	^a 1901.	^a 1902.
The United States ..	2.91	3.45	3.85	4.28	4.35	4.43	4.53	4.63	4.55	4.66	4.58	4.65
North Atlantic division...	4.43	4.84	4.99	5.34	5.51	5.64	5.78	5.88	5.85	5.91	5.87	5.93
South Atlantic division...	.80	1.90	2.42	2.76	2.73	2.74	2.79	3.05	2.83	2.95	3.04	3.20
South Central division....	.80	1.57	2.20	2.68	2.53	2.59	2.75	2.76	2.81	2.91	2.69	2.84
North Central division.....	3.71	4.19	4.67	5.14	5.26	5.35	5.40	5.51	5.41	5.57	5.48	5.49
Western division.....	2.77	3.57	3.98	4.71	5.04	5.12	5.36	5.34	4.96	4.99	5.01	5.17

^a Subject to correction.

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TABLE 5.—Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Estimated total population in 1902.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
The United States	78,544,816	15,925,887	20.28	10,999,273	122,392	317,204	439,596
North Atlantic division	21,802,750	3,733,683	17.12	2,741,360	18,069	90,003	108,072
South Atlantic division	10,696,435	2,279,290	21.31	1,445,797	19,867	31,818	51,385
South Central division	14,715,700	3,156,590	21.45	2,097,819	30,652	34,848	65,500
North Central division	26,912,400	5,866,396	21.80	4,101,022	48,152	139,691	187,843
Western division	4,417,531	889,928	20.15	613,275	5,952	20,844	26,796
North Atlantic division:							
Maine	700,750	133,537	19.06	98,918	943	5,691	6,634
New Hampshire	419,000	67,250	16.05	49,280	207	2,169	2,376
Vermont	345,900	65,008	18.79	49,220	458	3,448	3,906
Massachusetts (1900-1901)	2,856,000	468,188	16.39	371,048	1,214	12,408	13,622
Rhode Island	451,000	69,357	15.38	50,519	172	1,830	2,002
Connecticut	955,600	161,545	16.91	118,056	389	3,929	4,318
New York	7,553,500	1,268,625	16.80	908,401	5,060	31,576	36,636
New Jersey	1,986,000	336,664	16.95	223,960	1,041	6,897	7,938
Pennsylvania	6,535,000	1,163,509	17.80	871,958	8,585	22,065	30,640
South Atlantic division:							
Delaware (1899-1900)	184,735	36,895	19.98	25,300	210	621	831
Maryland (1900-1901)	1,204,000	224,004	18.60	135,515	1,071	3,965	5,036
District of Columbia	289,500	48,432	16.73	37,996	171	1,152	1,323
Virginia (1900-1901)	1,883,000	381,561	20.26	225,912	2,701	6,307	9,008
West Virginia	979,900	236,015	24.09	152,174	3,972	3,334	7,306
North Carolina	1,956,000	464,669	23.76	269,003	3,976	4,755	8,731
South Carolina	1,382,000	272,443	19.71	208,378	2,537	3,295	5,832
Georgia	2,256,000	502,887	22.29	315,355	4,030	6,489	10,519
Florida	561,300	112,384	20.02	76,164	899	1,900	2,799
South Central division:							
Kentucky (1900-1901)	2,210,000	498,989	22.58	315,545	4,638	4,863	9,501
Tennessee (1900-1901)	2,044,000	499,010	24.41	338,091	4,896	4,588	9,484
Alabama	1,919,000	365,171	19.03	240,000	3,103	3,200	6,303
Mississippi (1900-1901)	1,580,000	387,488	24.52	227,995	3,779	4,736	8,515
Louisiana	1,441,000	198,896	13.80	140,242	1,346	2,925	4,271
Texas	3,191,000	712,629	22.33	524,400	7,051	9,119	16,170
Arkansas	1,353,000	340,695	25.18	214,981	4,386	3,337	7,723
Oklahoma	519,700	131,591	25.32	83,039	1,212	1,703	2,915
Indian Territory	458,000	22,121	4.83	13,526	241	377	618
North Central division:							
Ohio	4,238,000	832,044	19.63	610,622	9,913	16,497	26,410
Indiana	2,528,000	560,224	22.16	423,078	7,006	9,033	16,039
Illinois	4,940,000	971,811	19.67	765,057	6,800	20,386	27,186
Michigan (1900-1901)	2,445,500	510,031	20.86	331,500	3,040	13,014	16,054
Wisconsin (1900-1901)	2,103,000	446,247	21.22	278,803	2,243	10,913	13,156
Minnesota	1,858,000	414,671	22.32	264,275	1,974	10,631	12,605
Iowa	2,233,000	560,173	25.09	374,103	4,161	24,912	29,073
Missouri	3,200,000	703,057	21.97	472,799	5,562	10,785	16,347
North Dakota	371,800	83,777	22.51	48,987	1,198	3,885	4,583
South Dakota	428,100	105,691	24.69	72,846	1,007	4,045	5,052
Nebraska	1,080,000	289,468	26.80	185,755	1,862	7,767	9,629
Kansas	1,487,000	389,272	26.18	273,197	3,386	8,323	11,709
Western division:							
Montana (1900-1901)	261,600	42,400	16.21	25,900	191	1,030	1,221
Wyoming (1899-1900)	92,531	14,512	15.68	9,650	89	481	570
Colorado	611,000	130,369	21.34	82,696	761	3,186	3,947
New Mexico (1900-1901)	219,600	40,184	18.30	27,314	385	325	710
Arizona	189,500	19,203	13.77	11,514	118	339	457
Utah	286,100	74,578	26.07	53,688	556	1,037	1,593
Nevada	43,000	6,952	16.17	5,014	38	281	319
Idaho	180,600	46,117	25.54	30,022	359	879	1,238
Washington	618,000	136,624	22.11	91,333	1,039	3,120	4,159
Oregon	425,600	100,659	23.65	66,779	1,141	3,369	4,510
California	1,540,000	278,330	18.07	209,365	1,275	6,797	8,072

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TABLE 6.—Average number of days taught, salaries of teachers, value of school property, and State and local taxation, 1901-2.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Females.				
1	2	3	4	5	6	7	8
The United States	145	\$49.05	\$39.77	\$601,571,307	\$38,330,589	\$170,779,586	\$29,742,141
North Atlantic division	177.3	59.01	40.17	243,150,033	12,831,775	69,984,121	10,847,513
South Atlantic division	115.8	30.50	28.60	25,109,903	5,148,670	7,842,256	1,150,494
South Central division	100.6	44.28	36.88	29,875,383	6,398,383	6,869,991	1,147,567
North Central division	156.5	50.85	39.60	250,303,396	8,374,009	74,215,693	14,781,748
Western division	143.9	65.90	53.73	53,132,592	5,577,752	11,867,525	1,814,819
North Atlantic division:							
Maine	147	36.05	27.24	4,728,743	535,896	1,196,419	0
New Hampshire	140.05	43.58	29.11	4,155,616	54,729	887,372	73,276
Vermont	154	40.54	29.13	1,800,000	88,795	839,474	70,374
Massachusetts (1900-1901) ..	185	140.94	52.75	48,979,719	108,750	13,800,359	123,105
Rhode Island	192	116.01	51.99	5,476,951	132,684	1,540,890	69,627
Connecticut	188.89	99.29	44.51	11,741,073	345,449	2,763,368	187,586
New York	177	87.15	52.06	92,207,473	3,871,443	27,062,750	6,580,984
New Jersey	186	87.15	52.06	18,065,764	2,518,687	4,317,550	48,624
Pennsylvania	166.4	44.92	33.78	55,994,694	5,172,342	17,575,939	3,743,937
South Atlantic division:							
Delaware (1899-1900)	170.1	36.60	34.08	1,043,997	89,432	175,735	25,080
Maryland (1900-1901)	190	43.58	29.11	4,790,000	716,243	1,665,523	170,156
District of Columbia	176	94.48	64.31	4,600,810	0	1,734,371	0
Virginia (1900-1901)	122	32.66	26.46	3,603,634	989,487	985,877	60,398
West Virginia	118	44.51	33.78	4,561,309	406,431	1,693,611	138,552
North Carolina	86.9	26.77	23.80	1,469,440	1,098,198	185,973	200,755
South Carolina	87.3	25.96	23.20	2,978,000	716,012	164,171	99,419
Georgia	113	44.51	33.78	2,995,809	1,050,014	562,722	441,637
Florida	94	39.68	33.67	1,066,904	82,858	674,273	14,547
South Central division:							
Kentucky (1900-1901)	104.3	50.90	39.18	5,818,545	1,857,719	932,866	225,589
Tennessee (1900-1901)	93	31.00	27.00	3,691,069	0	1,631,589	114,103
Alabama	102.5	32.18	26.69	2,200,000	806,580	0	1,753
Mississippi (1900-1901)	97.6	36.09	31.14	1,840,000	722,296	532,676	69,290
Louisiana	120	61.00	49.55	2,450,000	322,413	742,945	105,373
Texas	101.91	36.17	32.75	9,288,557	2,199,357	1,233,514	174,093
Arkansas	91.5	31.93	26.20	2,901,212	490,018	1,110,325	40,703
Oklahoma	95	44.51	33.78	1,618,850	0	620,014	45,465
Indian Territory	159	44.51	33.78	67,150	0	66,062	371,208
North Central division:							
Ohio	165	42.00	37.00	48,257,961	1,817,768	12,149,340	782,110
Indiana	146	66.80	48.00	24,182,062	1,667,115	5,731,817	624,233
Illinois	167	64.55	54.18	52,764,922	954,108	18,062,573	7,744,250
Michigan	164.2	48.68	36.68	20,404,388	1,102,616	5,332,794	879,402
Wisconsin (1900-1901)	169	53.33	39.52	16,574,796	630,000	4,714,298	652,882
Minnesota (1900-1901)	153.9	53.56	37.21	19,433,862	828,123	4,046,018	1,530,525
Iowa	160	43.66	30.17	18,989,923	0	8,105,667	882,026
Missouri	143	42.67	42.89	21,210,897	1,188,290	5,855,991	430,395
North Dakota	147	42.70	37.14	2,899,184	0	1,337,807	83,976
South Dakota	129	40.03	33.52	3,643,384	0	1,600,259	68,730
Nebraska	138	49.15	38.51	10,281,548	205,989	2,084,024	961,929
Kansas	125.75	44.24	36.55	11,660,470	0	3,995,105	141,290
Western division:							
Montana (1900-1901)	107	73.86	50.11	7,400,250	747,050	86,085	235,528
Wyoming (1899-1900)	110	73.68	43.36	453,607	0	223,266	25,223
Colorado	135	69.97	53.05	6,950,868	0	2,697,836	457,283
New Mexico (1900-1901)	85	64.77	64.77	1,125,698	148,987	0	88,637
Arizona	125	85.51	71.75	654,942	22,951	233,678	80,743
Utah	147	66.81	48.12	3,220,160	405,435	876,788	131,794
Nevada	155.6	100.84	61.58	304,690	10,905	101,229	17
Idaho	124.2	56.11	44.83	1,459,092	0	506,346	91,862
Washington	116.3	54.79	45.85	6,896,407	1,265,266	1,366,588	39,630
Oregon	158	47.58	37.61	3,561,737	0	1,874,968	112,105
California	167.4	87.01	67.19	21,106,141	2,977,158	3,900,741	551,997

18 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 7.—*Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes, 1901-2.*

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditure, excluding payments of bonds.	Expended per capita of population.	Average daily expenditure per pupil.
1	2	3	4	5	6	7
United States	\$41, 758, 488	\$150, 013, 734	\$43, 436, 243	\$235, 208, 465	\$2. 99	<i>Cents.</i> 14. 7
North Atlantic division.....	19, 289, 961	58, 280, 221	18, 671, 980	91, 242, 162	4. 18	18. 8
South Atlantic division.....	1, 532, 674	10, 592, 167	2, 034, 549	14, 159, 390	1. 82	8. 5
South Central division.....	1, 364, 926	13, 610, 991	1, 804, 224	16, 780, 141	1. 14	7. 9
North Central division.....	16, 847, 636	60, 025, 938	16, 781, 402	93, 654, 876	3. 48	14. 6
Western division.....	2, 723, 391	12, 504, 417	4, 144, 088	19, 371, 896	4. 39	22
North Atlantic division:						
Maine.....	307, 817	1, 232, 115	254, 573	1, 794, 505	2. 56	12. 3
New Hampshire.....	143, 644	740, 289	283, 531	1, 167, 464	2. 79	16. 9
Vermont.....	149, 438	669, 669	274, 835	1, 093, 942	3. 16	14. 4
Massachusetts (1900-1901).....	3, 045, 013	8, 516, 296	2, 618, 638	14, 179, 947	4. 96	20. 7
Rhode Island.....	319, 197	1, 088, 859	300, 356	1, 708, 412	3. 79	17. 4
Connecticut.....	727, 209	2, 136, 606	692, 627	3, 556, 442	3. 72	15. 9
New York.....	9, 304, 302	22, 716, 338	5, 717, 014	37, 737, 654	5. 00	22. 3
New Jersey.....	930, 780	4, 343, 178	1, 697, 160	6, 976, 118	3. 51	16. 6
Pennsylvania.....	4, 362, 561	11, 831, 871	6, 833, 246	23, 027, 678	3. 52	15. 9
South Atlantic division:						
Delaware (1899-1900).....	79, 306	279, 556	94, 808	453, 670	2. 46	10. 5
Maryland (1900-1901).....	127, 546	2, 044, 144	377, 807	2, 549, 497	2. 12	9. 9
District of Columbia.....	547, 487	913, 091	233, 677	1, 694, 255	5. 85	25. 3
Virginia (1900-1901).....	187, 301	1, 592, 110	232, 948	2, 012, 359	1. 07	7. 3
West Virginia.....	239, 426	1, 395, 712	564, 212	2, 199, 350	2. 24	12. 2
North Carolina.....	89, 988	980, 048	217, 240	1, 287, 276	. 66	5. 5
South Carolina.....	72, 554	859, 537	53, 303	985, 394	. 71	5. 4
Georgia.....	89, 604	1, 925, 861	169, 205	2, 184, 670	. 97	6. 1
Florida.....	99, 462	602, 108	91, 349	792, 919	1. 41	10
South Central division:						
Kentucky (1900-1901).....	252, 964	2, 362, 129	236, 558	2, 851, 651	1. 29	8. 7
Tennessee (1900-1901).....	131, 615	1, 352, 225	327, 614	1, 811, 454	. 89	5. 8
Alabama.....		948, 984	108, 922	1, 057, 906	. 55	4. 3
Mississippi (1900-1901).....	58, 515	1, 203, 091	210, 827	1, 472, 433	. 93	6. 6
Louisiana.....	69, 778	1, 011, 376	155, 494	1, 236, 648	. 86	7. 3
Texas.....	406, 481	4, 533, 338	276, 853	5, 216, 672	1. 63	9. 8
Arkansas.....	192, 647	1, 304, 656	94, 807	1, 592, 110	1. 18	8. 1
Oklahoma.....	252, 926	640, 948	222, 357	1, 116, 231	2. 15	14. 1
Indian Territory.....		254, 244	170, 792	425, 036	. 93	19. 8
North Central division:						
Ohio.....	1, 549, 523	9, 712, 001	3, 607, 475	14, 868, 999	3. 51	14. 8
Indiana.....	986, 652	5, 739, 150	2, 490, 280	9, 216, 082	3. 65	14. 9
Illinois.....	3, 905, 927	12, 132, 075	2, 987, 256	19, 025, 258	3. 85	14. 9
Michigan (1900-1901).....	1, 407, 799	4, 735, 192	1, 822, 709	7, 965, 700	3. 26	14. 6
Wisconsin (1900-1901).....	854, 240	3, 909, 534	1, 117, 699	5, 881, 473	2. 80	12. 5
Minnesota.....	1, 200, 161	4, 347, 355	1, 150, 073	6, 697, 589	3. 60	16. 5
Iowa.....	3, 111, 673	6, 102, 036		9, 213, 709	4. 13	15. 4
Missouri.....	1, 671, 337	5, 148, 908	1, 349, 043	8, 169, 288	2. 55	12
North Dakota.....	343, 083	915, 111	419, 680	1, 677, 874	4. 51	23. 3
South Dakota.....	218, 937	1, 129, 439	499, 437	1, 847, 813	4. 32	19. 2
Nebraska.....	1, 076, 742	2, 844, 132	365, 654	4, 286, 528	3. 97	14
Kansas.....	521, 462	3, 311, 005	972, 096	4, 804, 563	3. 23	14
Western division:						
Montana (1900-1901).....	217, 090	548, 662	114, 130	879, 882	3. 36	27. 9
Wyoming (1899-1900).....	27, 597	180, 386	45, 568	253, 551	2. 74	22. 8
Colorado.....	400, 626	1, 883, 163	817, 066	3, 100, 855	5. 08	27. 8
New Mexico (1900-1901).....	37, 889	174, 198	29, 140	241, 227	1. 09	10. 4
Arizona.....	63, 449	224, 600	88, 636	376, 685	2. 70	26. 2
Utah.....	324, 291	717, 619	357, 276	1, 399, 186	4. 89	16. 7
Nevada.....	13, 665	168, 531	27, 288	209, 484	4. 87	26. 9
Idaho.....	187, 579	394, 906	107, 151	689, 636	3. 82	18. 5
Washington.....	536, 115	1, 604, 266	765, 074	2, 805, 455	4. 54	26. 4
Oregon.....	204, 868	1, 317, 750	279, 609	1, 802, 227	4. 23	17. 1
California.....	710, 222	5, 390, 336	1, 513, 150	7, 613, 708	4. 94	21. 7

STATISTICS OF CITY SCHOOL SYSTEMS, 1901-2.

TABLE 8.—*Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.*

State or Territory.	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States	580	4,174,812	3,159,441	187.3	9,461	86,308	\$66,561,505	\$111,159,665
North Atlantic division..	242	2,046,001	1,537,500	188.4	4,343	42,626	35,543,105	59,950,666
South Atlantic division..	44	292,143	205,948	181.7	809	5,492	3,436,613	5,398,312
South Central division...	51	223,538	167,816	181.5	628	4,149	2,483,299	3,539,463
North Central division...	205	1,371,398	1,066,804	187.6	3,135	28,909	20,729,416	35,112,492
Western division.....	38	241,732	181,373	186.5	546	5,132	4,369,072	7,158,732
North Atlantic division:								
Maine.....	9	25,214	19,301	178.1	63	692	326,294	558,191
New Hampshire.....	9	21,722	15,607	174.9	57	481	283,927	451,089
Vermont.....	3	6,914	5,047	183.4	15	171	85,084	156,084
Massachusetts.....	57	362,550	298,518	189.6	927	8,336	6,897,146	11,680,446
Rhode Island.....	10	57,522	40,666	188.9	120	1,275	869,545	1,408,027
Connecticut.....	22	93,571	72,168	193.1	187	2,138	1,369,698	2,260,159
New York.....	50	841,764	615,143	190.3	1,670	16,775	17,315,795	28,544,514
New Jersey.....	28	189,181	136,751	191.3	326	3,990	2,734,606	4,367,113
Pennsylvania.....	54	447,563	334,299	183.5	978	8,765	5,661,060	10,535,093
South Atlantic division:								
Delaware.....	1	11,230	8,421	194	11	278	138,249	227,898
Maryland.....	5	96,003	58,641	190.7	215	1,642	.....	.....
District of Columbia..	1	48,432	37,996	176	184	1,165	905,428	1,708,537
Virginia.....	10	39,941	30,601	182.6	141	648	359,061	566,506
West Virginia.....	4	13,757	10,314	178.5	38	302	152,336	274,576
North Carolina.....	8	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	4	14,831	9,157	180.4	30	186	95,379	144,638
Georgia.....	7	40,360	31,887	180.5	87	750	452,795	565,968
Florida.....	4	11,570	7,943	147.9	43	242	79,220	113,593
South Central division:								
Kentucky.....	9	50,549	38,783	186.5	124	995	649,654	879,230
Tennessee.....	6	37,719	28,078	179.9	106	633	381,219	511,690
Alabama.....	6	15,382	11,199	172.6	43	288	158,378	320,599
Mississippi.....	4	.....	.....	.....	.....	.....	.....	.....
Louisiana.....	3	33,933	27,109	182.7	42	819	394,212	575,116
Texas.....	17	58,329	43,256	180.3	224	955	662,721	944,119
Arkansas.....	4	13,121	9,324	174.4	53	182	119,565	160,888
Oklahoma.....	2	5,424	3,570	178	13	99	46,125	.....
North Central division:								
Ohio.....	38	260,257	208,516	186.9	683	5,491	4,081,942	7,233,370
Indiana.....	24	104,578	81,357	180.6	366	2,288	1,553,097	2,636,999
Illinois.....	35	372,410	292,642	191.6	763	7,531	6,565,649	10,992,115
Michigan.....	29	140,655	108,013	190.6	267	3,115	1,886,587	3,193,230
Wisconsin.....	22	110,981	84,511	192	319	2,267	1,444,120	2,065,179
Minnesota.....	8	84,496	68,085	186.3	107	2,019	1,357,246	2,006,998
Iowa.....	21	73,666	57,182	182	160	1,812	976,241	1,708,574
Missouri.....	12	146,362	107,845	185.9	309	2,894	1,911,626	3,557,005
North Dakota.....	1	2,224	1,604	176	7	48	33,258	61,898
South Dakota.....	1	2,378	1,713	180	3	52	25,484	58,514
Nebraska.....	3	30,675	23,227	184.8	36	669	456,224	881,417
Kansas.....	11	42,716	32,109	176.3	115	723	437,942	722,193
Western Division:								
Montana.....	4	14,127	10,689	178.6	25	308	259,165	509,186
Wyoming.....	2	.....	.....	.....	.....	.....	.....	.....
Colorado.....	9	47,738	33,980	182.8	98	913	856,354	1,415,006
Arizona.....	1	1,424	759	164	3	20	15,461	47,677
Utah.....	2	17,653	13,903	175.3	65	363	248,543	464,360
Washington.....	5	33,826	25,480	185.8	71	708	505,932	1,202,325
Oregon.....	2	14,751	11,594	188.5	31	314	232,974	351,876
California.....	13	110,865	83,253	191.4	247	2,448	2,214,230	3,119,847

20 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

STATISTICS OF SECONDARY EDUCATION, 1901-2.

TABLE 9.—*Instructors and students in public high schools and in private high schools and academies.*

State or Territory.	Public high schools.					Private secondary schools.				
	Number.	Secondary teachers.		Secondary students.		Number.	Secondary teachers.		Secondary students.	
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11
United States	6,292	10,958	11,457	226,914	323,697	1,835	4,073	5,880	51,536	53,154
North Atlantic division...	1,476	2,960	4,333	75,888	105,143	650	1,885	2,529	20,900	18,893
South Atlantic division...	436	691	568	11,024	16,987	350	629	852	9,098	9,610
South Central division...	702	1,037	755	16,450	24,004	364	589	735	9,805	9,541
North Central division...	3,333	5,535	5,084	109,736	156,714	343	704	1,295	8,680	11,248
Western division.....	345	735	717	13,816	20,899	128	266	419	3,053	3,862
North Atlantic division:										
Maine.....	145	171	183	3,776	5,092	32	53	101	1,140	1,251
New Hampshire.....	58	74	121	1,622	2,173	28	116	40	1,387	626
Vermont.....	58	70	89	1,561	2,136	17	30	54	462	578
Massachusetts.....	244	653	1,037	17,193	22,058	104	273	481	2,817	3,158
Rhode Island.....	22	78	93	1,524	2,160	12	28	47	297	284
Connecticut.....	75	143	250	3,788	4,891	61	137	206	1,280	1,454
New York.....	393	844	1,597	28,459	38,276	194	584	869	4,773	5,735
New Jersey.....	93	212	364	4,877	7,198	68	232	251	2,347	1,702
Pennsylvania.....	388	715	599	13,088	21,159	134	462	480	6,397	4,105
South Atlantic division:										
Delaware.....	12	19	25	427	660	3	6	11	68	65
Maryland.....	49	111	86	1,949	2,559	46	111	151	932	1,217
District of Columbia.....	7	76	96	1,264	2,075	23	47	142	181	827
Virginia.....	64	79	93	1,561	2,561	70	136	166	1,565	1,364
West Virginia.....	28	48	32	627	1,100	15	24	39	589	615
North Carolina.....	30	36	26	588	751	101	167	138	3,355	2,562
South Carolina.....	92	120	68	1,594	2,386	24	57	60	716	904
Georgia.....	114	147	102	2,291	3,667	57	73	121	1,581	1,753
Florida.....	40	55	40	723	1,178	11	8	24	111	308
South Central division:										
Kentucky.....	80	127	109	2,252	3,138	89	123	198	1,773	1,848
Tennessee.....	100	125	91	1,996	3,237	82	134	122	2,454	2,290
Alabama.....	73	100	92	1,495	2,285	36	56	55	936	764
Mississippi.....	89	96	95	1,509	2,182	38	47	71	977	976
Louisiana.....	41	77	79	1,249	1,759	28	29	90	495	888
Texas.....	236	391	213	6,161	8,919	57	132	131	2,047	1,873
Arkansas.....	60	86	44	1,248	1,685	24	49	41	806	555
Oklahoma.....	16	27	24	390	613	3	9	8	70	78
Indian Territory.....	7	8	8	150	186	7	10	19	247	269
North Central division:										
Ohio.....	720	1,152	694	20,557	26,409	47	115	200	1,096	1,476
Indiana.....	382	764	403	11,456	15,825	26	55	108	791	1,001
Illinois.....	365	781	800	16,199	25,478	58	89	237	981	1,874
Michigan.....	297	480	687	12,282	16,876	22	40	118	588	872
Wisconsin.....	215	361	452	8,202	11,521	22	71	87	668	731
Minnesota.....	128	222	404	5,985	8,837	28	76	110	1,075	977
Iowa.....	346	495	665	12,030	16,988	36	76	122	1,137	1,302
Missouri.....	263	461	348	8,250	12,936	70	127	200	1,680	1,999
North Dakota.....	33	41	41	642	861	2	0	8	10	60
South Dakota.....	71	86	57	1,253	1,837	5	10	20	77	128
Nebraska.....	303	368	280	6,609	9,534	16	19	63	242	474
Kansas.....	220	324	253	6,271	9,612	11	26	22	336	364
Western division:										
Montana.....	22	37	52	735	1,312	5	2	16	22	134
Wyoming.....	10	15	8	159	275	1	0	4	8	29
Colorado.....	47	141	128	2,452	3,683	6	4	25	54	224
New Mexico.....	8	24	8	193	176	3	4	5	35	70
Arizona.....	2	5	6	86	102	2	0	12	1	65
Utah.....	6	25	26	516	778	14	69	40	1,193	944
Nevada.....	10	13	10	198	299					
Idaho.....	7	14	7	228	256	4	6	11	72	106
Washington.....	76	117	96	1,860	2,956	15	24	38	333	399
Oregon.....	39	52	46	1,063	1,617	15	33	62	375	453
California.....	118	292	331	6,306	9,455	63	124	206	960	1,418

STATISTICS OF HIGHER EDUCATION, 1901-2.

TABLE 10.—*Instructors and students in public and private normal schools of the United States.*

State or Territory.	Public normal schools.					Private normal schools.				
	Number.	Teachers of normal students.		Students in normal course.		Number.	Teachers of normal students.		Students in normal course.	
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11
United States	173	1,024	1,463	12,209	37,194	109	445	345	7,484	8,181
North Atlantic division..	62	325	661	3,255	13,987	7	60	88	307	961
South Atlantic division..	25	124	197	1,013	3,070	28	53	79	608	965
South Central division..	24	132	110	1,868	3,393	27	83	64	1,129	1,143
North Central division..	40	315	366	5,341	13,566	46	245	107	5,431	5,064
Western division	22	128	129	732	3,178	1	4	7	14	63
North Atlantic division:										
Maine.....	5	6	33	125	516	1	1	3	23	46
New Hampshire.....	1	3	7	3	137					
Vermont.....	3	5	13	37	268					
Massachusetts.....	11	50	91	117	1,683	3	0	20	0	210
Rhode Island.....	1	4	21	0	209					
Connecticut.....	4	14	75	5	629					
New York.....	17	94	231	854	5,265	1	52	57	164	545
New Jersey.....	4	22	44	50	857					
Pennsylvania.....	15	127	146	2,064	4,423	2	7	8	120	160
South Atlantic division:										
Delaware.....	0	0	0	0	0	0	0	0		
Maryland.....	1	4	8	17	368	2	6	0	39	15
District of Columbia..	2	0	17	14	164	2	0	7	0	32
Virginia.....	3	34	62	82	437	4	15	16	101	172
West Virginia.....	7	30	28	456	442	2	4	6	73	105
North Carolina.....	5	18	25	221	531	5	12	21	116	314
South Carolina.....	1	6	28	0	306	5	4	5	69	65
Georgia.....	4	20	19	159	694	6	9	20	154	204
Florida.....	2	12	10	64	128	2	3	4	51	48
South Central division:										
Kentucky.....	2	6	3	43	111	9	17	8	370	386
Tennessee.....	1	17	10	230	345	7	22	17	342	371
Alabama.....	6	31	35	492	894	2	13	19	42	23
Mississippi.....	5	14	8	155	212	3	10	12	134	174
Louisiana.....	2	8	19	63	503					
Texas.....	4	21	23	437	778	2	9	3	73	58
Arkansas.....	1	3	2	44	21	4	12	5	168	136
Oklahoma.....	3	32	10	404	529					
Indian Territory.....	0	0	0	0	0					
North Central division:										
Ohio.....	3	5	17	0	468	9	53	15	1,397	1,002
Indiana.....	2	28	16	1,000	1,259	6	53	35	2,152	1,642
Illinois.....	5	47	44	698	2,002	8	42	18	579	708
Michigan.....	4	39	49	405	1,760	2	1	2	23	52
Wisconsin.....	8	62	70	665	1,875	2	7	0	47	28
Minnesota.....	5	29	53	149	971	2	8	0	30	32
Iowa.....	3	33	28	519	1,713	9	47	20	622	934
Missouri.....	3	29	19	856	1,189	3	21	4	434	364
North Dakota.....	2	9	9	125	251					
South Dakota.....	3	6	27	145	394	1	4	1	25	55
Nebraska.....	1	9	11	168	462	2	6	7	104	218
Kansas.....	1	19	23	611	1,222	2	3	5	18	19
Western division:										
Montana.....	1	5	3	10	114					
Wyoming.....	1	12	1	1	44					
Colorado.....	1	14	13	41	248	1	4	7	14	68
New Mexico.....	2	11	9	107	122					
Arizona.....	2	5	7	14	49					
Utah.....	1	6	2	96	104					
Nevada.....	0	0	0	0	0					
Idaho.....	2	8	4	58	197					
Washington.....	3	16	14	132	526					
Oregon.....	4	14	14	110	179					
California.....	5	37	62	163	1,596					

22 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 11.—*Instructors and students in coeducational colleges and universities and in colleges for men only, 1901-2.*

State or Territory.	Number of in- stitutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	
1	2	3	4	5	6	7	8	9	10	11
United States	464	9,329	1,907	32,094	14,508	62,430	21,051	3,895	1,456	\$25,112,169
North Atlantic division...	85	3,000	164	6,408	960	22,903	2,629	1,696	444	9,382,226
South Atlantic division...	73	1,060	169	3,465	1,532	6,629	1,081	452	36	2,115,295
South Central division...	77	878	305	5,761	3,926	6,467	2,472	155	69	2,172,238
North Central division...	190	3,583	1,085	13,871	7,188	21,993	12,043	1,376	700	8,944,906
Western division.....	39	818	184	2,589	1,802	4,438	2,826	216	207	2,497,504
North Atlantic division:										
Maine.....	4	88	2	0	0	859	226	6	1	223,841
New Hampshire	2	71	0	68	0	690	0	13	0	187,122
Vermont.....	3	56	0	0	0	374	98	1	0	132,943
Massachusetts	9	519	10	466	25	4,055	433	392	85	2,025,274
Rhode Island	1	76	1	0	0	650	176	44	34	180,246
Connecticut.....	3	268	0	0	0	2,305	42	277	43	936,860
New York.....	23	1,062	65	3,724	241	6,279	1,005	660	292	3,633,951
New Jersey.....	5	168	5	252	48	1,582	0	124	0	315,959
Pennsylvania.....	35	692	81	1,898	646	6,109	649	179	39	1,746,030
South Atlantic division:										
Delaware.....	2	23	2	25	20	131	7	4	0	68,697
Maryland.....	11	224	17	658	79	766	129	173	0	372,996
District of Columbia	7	221	14	515	35	563	187	145	16	435,571
Virginia.....	11	128	10	306	114	1,318	107	48	0	372,287
West Virginia.....	3	48	11	222	71	328	107	26	3	227,124
North Carolina.....	14	172	29	658	314	1,446	178	23	1	238,940
South Carolina.....	9	85	12	380	287	848	87	14	2	113,513
Georgia.....	11	92	41	394	270	1,086	204	19	12	145,296
Florida.....	5	57	33	307	342	153	75	0	2	140,871
South Central division:										
Kentucky.....	11	147	53	1,333	654	987	309	22	9	277,860
Tennessee.....	24	252	106	1,711	994	1,718	791	63	15	581,892
Alabama.....	6	65	3	112	85	618	73	6	1	133,650
Mississippi.....	4	49	2	172	18	499	23	6	1	95,045
Louisiana.....	8	112	41	545	263	881	266	34	28	284,623
Texas.....	14	164	53	1,089	516	1,218	567	19	14	498,755
Arkansas.....	7	65	28	554	315	492	398	2	1	167,843
Oklahoma.....	1	16	2	133	89	44	32	3	0	121,500
Indian Territory.....	2	8	17	112	92	10	13	0	0	11,070
North Central division:										
Ohio.....	34	695	192	2,253	1,237	3,848	1,962	62	29	1,431,206
Indiana.....	13	223	38	851	261	2,014	897	69	32	504,956
Illinois.....	31	732	207	2,442	1,310	4,025	2,695	745	380	2,829,436
Michigan.....	9	198	54	433	174	1,728	959	73	35	914,091
Wisconsin.....	9	225	35	618	80	2,284	680	95	36	610,740
Minnesota.....	9	198	50	1,121	288	1,624	925	127	50	758,524
Iowa.....	25	312	174	1,435	1,088	1,837	1,363	68	41	640,437
Missouri.....	22	362	107	2,141	1,122	1,959	799	34	16	765,646
North Dakota.....	8	38	11	189	192	101	57	2	1	73,280
South Dakota.....	5	52	30	359	314	142	100	0	0	83,531
Nebraska.....	10	273	83	843	445	1,103	818	60	50	369,916
Kansas.....	20	275	104	1,186	677	1,328	788	41	27	463,143
Western division:										
Montana.....	1	8	5	86	90	32	28	0	3	50,765
Wyoming.....	1	15	3	58	35	37	40	1	1	65,711
Colorado.....	4	114	31	400	315	514	409	57	20	249,938
New Mexico.....	1	8	2	45	38	7	3	0	0	13,350
Arizona.....	1	11	5	82	60	48	21	2	2	64,828
Utah.....	2	56	5	520	467	148	119	2	0	129,221
Nevada.....	1	17	6	63	65	112	91	0	0	74,098
Idaho.....	1	15	6	76	58	77	69	1	2	52,266
Washington.....	7	88	29	368	173	572	192	5	8	176,861
Oregon.....	8	95	39	223	168	343	213	0	0	109,077
California.....	12	391	53	668	333	2,548	1,641	148	171	1,511,389

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TABLE 13.—*Instructors and students in colleges and seminaries for women which confer degrees, 1901-2.*

State or Territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
United States.....	181	670	1,767	7,610	16,584	326	\$3,954,462
North Atlantic division...	19	295	459	1,281	5,376	157	1,886,799
South Atlantic division...	45	203	517	2,006	5,236	77	906,852
South Central division...	46	107	472	2,675	4,377	65	646,048
North Central division...	19	57	269	1,423	1,493	26	467,763
Western division.....	2	8	50	225	52	1	47,000
North Atlantic division:							
Maine.....	2	11	12	238	25	4	18,045
Massachusetts.....	5	153	197	91	2,935	82	828,474
New York.....	5	74	142	591	1,540	11	636,928
Pennsylvania.....	7	57	108	361	876	60	403,352
South Atlantic division:							
Maryland.....	5	36	68	400	676	4	181,601
District of Columbia...	1	7	13	0	45	0	12,775
Virginia.....	10	47	87	300	963	3	173,424
West Virginia.....	1	2	13	60	64	2	18,560
North Carolina.....	9	30	110	524	891	21	163,920
South Carolina.....	9	36	95	253	1,151	21	130,385
Georgia.....	10	45	131	469	1,446	26	226,187
South Central division:							
Kentucky.....	10	25	84	453	789	2	95,556
Tennessee.....	10	28	119	525	1,168	18	171,690
Alabama.....	7	13	76	229	582	20	57,100
Mississippi.....	11	23	126	860	1,289	15	221,714
Louisiana.....	3	5	20	137	153	2	17,860
Texas.....	4	12	39	399	346	8	72,138
Arkansas.....	1	1	8	71	50	0	10,000
North Central division:							
Ohio.....	3	5	60	194	222	4	74,110
Illinois.....	3	4	50	261	230	10	101,984
Wisconsin.....	1	2	20	169	56	0	57,172
Minnesota.....	1	0	9	17	11	0	9,800
Missouri.....	10	46	115	682	962	12	204,297
Kansas.....	1	0	15	100	12	0	20,400
Western division:							
California.....	2	8	50	225	52	1	47,000

TABLE 14.—Summary of statistics of professional schools for 1901-2.

State or Territory.	Theological.			Law.			Medical.		
	Schools.	Instruct- ors.	Students.	Schools.	Instruct- ors.	Students.	Schools.	Instruct- ors.	Students.
1	2	3	4	5	6	7	8	9	10
United States.....	148	1,034	a7,343	102	1,155	b13,912	154	5,029	26,821
North Atlantic division....	52	448	2,915	18	275	4,598	26	1,136	6,514
South Atlantic division....	19	128	903	21	159	2,138	23	574	3,609
South Central division....	14	75	584	17	126	796	26	544	4,906
North Central division....	58	357	2,910	89	537	5,851	67	2,412	10,693
Western division.....	5	26	81	7	58	529	12	363	1,100
North Atlantic division:									
Maine.....	2	14	41	1	10	46	2	35	101
New Hampshire.....							1	22	72
Vermont.....							1	27	210
Massachusetts.....	8	78	494	3	59	1,161	4	256	1,001
Rhode Island.....				1	14	31			
Connecticut.....	3	39	191	1	27	249	1	27	147
New York.....	16	141	958	8	125	2,434	10	457	2,469
New Jersey.....	5	42	407						
Pennsylvania.....	18	134	824	4	40	677	7	312	2,514
South Atlantic division:									
Maryland.....	6	57	461	3	37	329	8	226	1,685
District of Columbia....	3	18	110	6	77	1,138	5	137	610
Virginia.....	3	21	174	3	10	287	3	105	562
West Virginia.....				1	3	117			
North Carolina.....	2	11	24	3	9	131	3	39	223
South Carolina.....	3	13	48	1	2	32	1	23	89
Georgia.....	2	8	86	3	15	89	3	44	440
Florida.....				1	6	15			
South Central division:									
Kentucky.....	2	18	294	2	7	77	7	152	1,387
Tennessee.....	7	43	179	8	73	293	10	194	2,116
Alabama.....	3	10	47	1	2	67	2	37	240
Mississippi.....				2	12	71			
Louisiana.....	1	1	4	1	10	78	2	35	445
Texas.....	1	3	10	2	12	174	4	105	497
Arkansas.....				1	10	36	1	21	220
North Central division:									
Ohio.....	13	80	421	6	65	805	11	378	1,245
Indiana.....	3	22	153	6	50	634	4	133	460
Illinois.....	15	113	1,111	8	178	1,047	14	713	3,338
Michigan.....	4	12	103	2	49	1,069	7	211	1,059
Wisconsin.....	4	25	204	2	9	310	2	98	290
Minnesota.....	7	46	336	3	44	599	3	112	521
Iowa.....	4	16	120	3	23	383	5	106	696
Missouri.....	5	29	413	5	68	633	15	486	2,476
North Dakota.....				1	17	20			
Nebraska.....	1	6	17	2	23	178	3	95	398
Kansas.....	2	8	32	1	11	173	3	80	210
Western division:									
Colorado.....				2	23	123	4	124	230
Washington.....				1	14	68			
Oregon.....	1	5	32	2	11	37	2	38	107
California.....	4	21	49	2	10	301	6	201	763

a 108 of these were women.

b 165 of these were women.

TABLE 15.—*General summary of statistics of professional and allied schools for 1901-2.*

Class.	Schools.	Instructors.	Students.	Graduates.
Theological.....	148	1,084	7,343	1,656
Law.....	102	1,155	13,912	3,524
Medical.....	154	5,029	26,821	5,069
Dental.....	56	1,197	8,420	2,288
Pharmaceutical.....	59	590	4,427	1,379
Veterinary.....	11	174	576	141
Nurse training.....	545	.....	13,252	4,015
Total.....	1,075	9,179	74,751	18,072
Medical schools included above:				
Regular.....	123	4,084	24,447	4,576
Homeopathic.....	20	649	1,551	342
Eclectic and physiomedical.....	11	296	823	151
Total.....	154	5,029	26,821	5,069

TABLE 16.—*Enrollment in special schools in 1901-2.*

City evening schools (estimated).....	207,162
Business schools.....	137,247
Schools for defectives.....	28,827
Reform schools.....	35,247
Government Indian schools.....	24,120
Indian schools (Five Civilized Tribes).....	13,864
Schools in Alaska supported by the Government.....	1,741
Schools in Alaska supported by incorporated municipalities (partly estimated).....	1,700
Orphan asylums and other benevolent institutions.....	15,000
Private kindergartens.....	105,932
Miscellaneous (including schools of music, oratory, elocution, cookery, and various special arts).....	50,000
Total.....	620,840

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stat. L., 417), an annual appropriation of \$15,000 for the year ending June 30, 1890, was made to each State and Territory out of money arising from the sales of public lands, for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862." The act provided that the appropriation should be increased annually by an additional amount of \$1,000 until the amount should reach \$25,000, which should then be the amount to be received annually by each State and Territory. The maximum amount, \$25,000, was granted for the year ending June 30, 1900, and annually thereafter.

It was provided in the act that the amounts authorized thereby should be paid out of money arising from the sales of public lands, but this requirement was modified by the acts of Congress approved May 17, 1900 (31 Stat. L., 179), June 17, 1902 (32 Stat. L., 388), and February 7, 1903 (32 Stat. L., 803), in each of which it is provided that if at any time the proceeds arising from the sales of public lands should be insufficient to meet the payments authorized by the act of August 30, 1890, the deficiency shall be paid by the United States out of any money in the Treasury not otherwise appropriated.

The said act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of

the institutions receiving the benefits of the said act (secs. 2 and 3), and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

The certification of a State or Territory for these funds is based on the proper disbursement of the funds previously received, as shown by the reports of the treasurers of the institutions receiving the benefits of the act. During the year the reports received from the treasurers of the institutions endowed by the act approved August 30, 1890, were carefully examined, and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1904.

The amounts received by the several States and Territories each year from the passage of the act to the present time are given in the following tabular statement:

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—														
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.
Alabama	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Arizona	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Arkansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
California	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Colorado	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Connecticut	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Delaware	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Florida	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Georgia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Idaho	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Illinois	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Indiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Iowa	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Kansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Kentucky	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Louisiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Maine	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Maryland	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Massachusetts	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Michigan	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Minnesota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Mississippi	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Missouri	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Montana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Nebraska	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Nevada	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
New Hampshire	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
New Jersey	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
New Mexico	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
New York	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
North Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
North Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Ohio	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Oklahoma	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Oregon	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Pennsylvania	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Rhode Island	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
South Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
South Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000
Tennessee	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000

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Texas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Utah	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Vermont	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Virginia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Washington	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
West Virginia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Wisconsin	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Wyoming	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000	25,000	25,000
Total	660,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000

The institutions are continually extending their scope of instruction by the establishment of new courses of study, especially in engineering lines, and by the strengthening of their corps of teachers in technical branches. By an act approved March 17, 1902, the legislature of New Jersey established at the State Agricultural College (Rutgers Scientific School) a department of ceramics for instruction in clay working. Similar departments had already been established at the Iowa College of Agriculture and the Mechanic Arts and at the Ohio State University. Courses of study in mining engineering were established during the year by the Agricultural and Mechanical College of Kentucky, the University of Maine, and the Agricultural College of Utah. The University of Nebraska established a four years' course in forestry, the Florida Agricultural College a course in civil engineering, the University of Missouri a course in chemical engineering, and the Agricultural College of Utah a course in electrical engineering.

The reports of the presidents of the agricultural and mechanical colleges for the year ended June 30, 1902, show a total attendance in all departments of 47,047 students, an increase of 3,035 over the number for the preceding year. Of the total number, 5,243 were enrolled in 16 institutions for colored students, and of this number only 296 were reported in agricultural and mechanical collegiate departments, 4,405 students being enrolled in preparatory departments. Excluding the institutions for colored students, there were enrolled in the agricultural and mechanical departments of the other institutions 25,879 students, of which number 4,309 were reported as preparatory students, 380 in graduate courses, 4,440 in short courses, and 16,750 in college classes. The students in short courses are increasing rapidly. This is especially true with respect to the short courses in agricultural lines of work. The total number of students graduated in 1902 was 4,441, and the average age at graduation was 22 years 3 months.

Again, excluding the institutions for colored students, it is found that the number of students in various courses is reported as follows: Agriculture, 4,848; mechanical engineering, 4,633; civil engineering, 2,128; electrical engineering, 1,941; mining engineering, 923; chemical engineering, 382; textile engineering, 138; architecture, 178; household economy, 1,218; veterinary science, 641, and dairying, 789. In the above figures, especially under agriculture and dairying, are included large numbers of short-course students. The number of students in military drill was 14,638.

The work of the institutions for colored students differs greatly from that of the other institutions. In the great majority the work is chiefly in normal and industrial lines. Instruction is given in farm work, blacksmithing, carpentry, painting, shoemaking, printing, cooking, sewing, etc. The number of students receiving instruction in farm work is reported as 1,483; cooking, 708; sewing, 1,790; carpentry, 374; blacksmithing, 132; painting, 44; machine shop, 162; bricklaying, 93; shoemaking, 10; printing, 71; pattern making, 39. Three institutions reported 668 students in military drill.

The total income of the institutions, excluding the amount received for experiment stations and which can not be used for instruction purposes, was \$9,167,059, of which amount the several States and Territories contributed \$4,253,257, and the amount received from Federal sources was \$2,000,060. The remainder was derived from other endowment funds, from fees, and miscellaneous sources.

The total value of all property amounts to \$69,660,303, of which sum \$28,443,150 is invested in interest-bearing securities and the remainder represents the material equipment of the institutions. The value of additions to the equipment during the year amounts to \$3,004,705.

Of the 10,320,843 acres of land granted by Congress for the colleges of agriculture and the mechanic arts under Act of July 2, 1862, 934,980 acres remained unsold on June 30, 1902. The funds now on hand derived from the sale of the lands are reported as \$11,126,534.

EDUCATION IN ALASKA.

This Bureau has maintained the past year outside of incorporated towns 33 public schools, with 39 teachers and an enrollment of 2,108 pupils.

Applications have been received for the establishment of schools at Ellamar, Seldovia, Kenai, Shakan, and Council City. In addition to the above places, schools should be established at Anvik, Candle, Circle, Copper City, Deering, Dolomi, Point Hope, Belkofski, Karluk, Nulato, Rampart, Solomon, Sunrise, Ikogmut, Andreafski, Diomed, King Island, Ougavig, Nushagak, and Point Belcher. Each of these places should have a public school, but up to the present time the school fund placed at the disposal of the Commissioner of Education has been so limited that it has been simply impossible to establish schools that should be provided for.

The following places, being incorporated, have each a local system of education that is not under the control of this Bureau: Nome, Valdez, Eagle, Skagway, Juneau, Douglas, Treadwell, Wrangell, and Ketchikan.

"An act making further provision for a civil government for Alaska, and for other purposes," approved June 6, 1900, section 460, chapter 44, part 2 (31 Stat. L., 330), provides a tax on business and trade in the form of a license. In section 203, chapter 21, part 5, said act, provision is made whereby 50 per cent of said license money collected in incorporated towns shall be turned over to the treasury of said towns for school purposes.

By an amendment to the above section 203, approved March 3, 1901, it was provided that "Fifty per cent of all license moneys that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska shall be set aside to be expended, within the discretion and under the direction of the Secretary of the Interior, for school purposes outside incorporated towns in said district."

In the application of this law the United States district courts of Alaska have taken "court expenses" from the license fund received from outside of incorporated towns.

In the requirements of a new country, where courts are to be established at heavy expense, witnesses and jurors brought from long distances and kept under salary for long periods, and jails erected, "court expenses" will greatly decrease the fund that Congress intended for the schools, and it is possible that years may come in which the schools will be crippled by the large amount consumed by "court expenses."

The experience of the first year under this law has fully justified the fears of the friends of the Alaska schools.

Of the \$114,375.34 of license fees collected from outside of incorporated towns in Alaska \$90,299.25 was consumed in court expenses, leaving only \$24,076.09 for schools.

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The statistics by judicial divisions are as follows:

Division I (Juneau and southeast Alaska):	
Court expenses.....	\$21,734.34
For public schools.....	21,471.33
Division II (Nome and western Alaska):	
Court expenses.....	57,564.41
For public schools.....	Nothing.
Division III (Valdez and central Alaska):	
Court expenses.....	11,000.00
For public schools.....	2,604.71

To secure the intention of Congress—that 50 per cent of all license moneys collected outside of incorporated towns in Alaska should go for education in Alaska—the Fifty-seventh Congress, second session, amended the above provisions to read as follows:

Provided, That fifty per centum of all license moneys provided for by said act of Congress approved March third, eighteen hundred and ninety-nine, and any amendments made thereto, that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska, shall be covered into the Treasury of the United States, and set aside to be expended, so far as may be deemed necessary by the Secretary of the Interior, within his discretion and under his direction, for school purposes outside incorporated towns in said district of Alaska.

This amendment was approved March 2, 1903. Under its provisions it is hoped that a larger sum will be secured for education in Alaska.

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884.....	\$25,000.00
Annual grants, school year—	
1886-87.....	15,000.00
1887-88.....	25,000.00
1888-89.....	40,000.00
1889-90.....	50,000.00
1890-91.....	50,000.00
1891-92.....	50,000.00
1892-93.....	40,000.00
1893-94.....	30,000.00
1894-95.....	30,000.00
1895-96.....	30,000.00
1896-97.....	30,000.00
1897-98.....	30,000.00
1898-99.....	30,000.00
1899-1900.....	30,000.00
1900-1901.....	30,000.00

Amount received from one-half of license fees received from outside of incorporated towns in Alaska:

From—	
March 3, 1901, to June 30, 1902 (16 months).....	\$35,882.41
July 1, 1902, to June 30, 1903.....	19,742.62

Expenditure for education outside of incorporated towns, Alaska, 1902-3.

Salaries of 3 officials.....	\$4,500.00
Salaries of 39 teachers.....	19,026.66
Supplies for 33 schools.....	4,940.34
Fuel and lighting.....	1,508.95
Repairs.....	454.10
Rent.....	177.50
Traveling expenses.....	826.65
Freight.....	52.60
Total.....	31,486.80

Historical table—Statistics of public schools in Alaska, 1892 to 1903.

Schools.	Length of school term and enrollment of pupils.															
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.		1898-99.		1900-1901.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
<i>Southeast Alaska.</i>																
Sitka:																
No. 1 (whites)	9	50	7	43	9	57	9	40	9	39	9	42	9	31	8	48
No. 2 (natives)	9	48	9	110	9	180	9	156	9	164	8	170	9	176	8	181
Industrial																
Juneau:																
No. 1 (whites)	9	23	9	25	9	54	9	70	9	86	9	72	9	74	9	96
No. 2 (natives)	9	61	9	65	9	50	9	67	9	70	9	40	9	71	9	70
Douglas:																
No. 1 (whites)	8	13	9	30	9	42	9	57	7	75	9	46	9	70	8	100
Douglas (natives)									8	32	9	25	9	28	8	37
Skagway (whites), 4 schools	9	108	9	87	7	26										
Wrangell (whites and natives)	9	49	9	54	8	61	9	82	9	64	9	71	9	80	9	114
Whites																
Natives																
Jackson (natives)	9	82	8	90	7	80	8	64	9	84	9	121	9	67	9	51
Haines (natives)	9	54	9	41	9	64	8	60	9	68	7	46	8	64	8	64
Hoonah (natives)							8	144	6	120	9	141	9	126	8	121
Metlakahla (natives)					6	105							9	144	9	144
Saxman (natives)							7	31	8	75	8	63	9	62	7	76
Killsnoo (natives)	9	137	5	75	2											
Klawock (natives)																
Gravina (natives)					2	50										
Dyea (whites)																
Kake (whites)																
Kasaan (natives)																
Kasaan																
Klinquan																
Yakutat																
<i>Western Alaska.</i>																
Kodiak (whites and natives)	9	74	9	59	9	56	8	49	9	52	9	72	9	44	8	68
Afognak (natives)	8	40	9	38	9	38	9	39			2	56	9	36	8	43
Wood Island (natives)													7	56	10	63

READING MATTER FOR ALASKA.

Second-hand magazines, papers, etc., for distribution in Alaska have been sent to this Office from the following churches in this city: First Congregational Church, Mount Pleasant Congregational Church, Calvary Baptist Church, New York Avenue Presbyterian, Church of the Covenant, Fourth Presbyterian, West Presbyterian, and Metropolitan Presbyterian.

The magazines so received have been distributed in parcels of one mail sack each to the following places in Alaska: Public schools at Carmel, Bethel, Gambell, Barrow, Cape Prince of Wales, Unalakleet, Kake, Kotzebue, Afognak, Golofnin, Holy Cross Mission, Sitka, Killisnoo, Hoonah, Yakutat, Wood Island, Unalaska, Kadiak, Haines, Klawock, Jackson, Kasaan, Saxman, Gravina, and Klinquan; also one bag each to the following mission stations: Presbyterian, Point Barrow; Congregational, Cape Prince of Wales; Swedish, Unalakleet; Swedish, Golofnin; Moravian, at Quinhagamut; Moravian, Bethel; Presbyterian, Eagle; Roman Catholic, Holy Cross Mission; Episcopal, Anvik; Presbyterian, Rampart; Episcopal, Tanana; Congregational, Douglas; Congregational, Nome; Congregational, Valdez; Methodist, Unalaska; Presbyterian, Klawock; Presbyterian, Jackson; Friends, Douglas; Presbyterian, Juneau; Episcopal, Circle City, making forty-five sacks of mail.

So large a quantity of good reading must of necessity exert a salutary influence in those regions that are so largely cut off from a printed mail in winter.

INTRODUCTION OF REINDEER.

The winter of 1902-3 was one of unusual severity both as to the degree of cold and depth of snow, and in many sections a coating of ice covered the reindeer pastures. Notwithstanding the unfavorable conditions the reindeer, so far as heard from, did surprisingly well, 1,695 fawns being born and living through the spring of 1903. The increase of deer by birth in Alaska is an encouraging feature. Commencing with 79 surviving in the spring of 1893, they passed the 500 limit in 1898 and the 1,000 limit in 1901, that year the living fawns numbering 1,120; in 1902, 1,654, and in 1903, 1,695. At present there are 6,614 deer gathered in the nine central herds. Seventy-five parties have an ownership in these deer, of whom 54 are Eskimo who have nearly all of them served an apprenticeship of five years in the herds.

In February, 1903, two herds, in charge of Messrs. Sara and Spein, Laplanders, were started from the Eaton reindeer station to reenforce the herds in the valley of the Yukon River. Reaching the valley of the Yukon they found that the plains across the delta were covered with ice, so that it was impossible for the deer to procure pasturage, and the herds were compelled to remain on the north side of the Yukon River, in the neighborhood of Andreafski. As soon as the river freezes this fall another attempt will be made to finish the journey.

A few of the surplus males were during the winter by their Eskimo owners sold to the miners, who use them successfully for freighting and packing purposes. The deer are worked in harness like horses, each deer drawing loads of 700 pounds.

For service during the winter of 1903-4 the Post-Office Department has established a winter mail north of the Arctic Circle, between Kotzebue Sound and Point Barrow, a distance as traveled of about 750 miles. The mail on this route will be drawn by reindeer teams. This is the most northern mail route in the world.

Dr. Carl O. Lind, M. D., a medical missionary of the Swedish Evangelical Church, and a former teacher of the United States Bureau of Education in Alaska, has been appointed supervisor of the reindeer herds in Alaska, with headquarters at Unalakleet. Owing to the unwillingness of the Russian Government to allow the further exportation of reindeer from Siberia, no deer have been brought over this season. Special attention is called to the gratifying progress as exhibited in the following tables:

Herds of reindeer.—The following table shows the number of fawns born during the spring of 1903 and the number of domestic reindeer in the nine herds in Alaska July 1, 1903.

Number, distribution, and ownership of domestic reindeer in Alaska.

	Adults.	Fawns.	Total.
Point Barrow ^a	623	177	800
Kotzebue:			
Government			195
Mission	36	44	80
A. Nellma	34	40	54
Okamon (Eskimo)	3	2	5
Ogkivalek (Eskimo)	3	2	5
Wimingen (Eskimo)	3	2	5
Owned by white miners			5
Total	79	90	379
Cape Prince of Wales ^b	1,095	430	1,525
Gambell (St. Lawrence Island), ^b Presbyterian Mission	101	54	155
Teller (Port Clarence) ^b	443	198	641
Golofnin Bay:			
Mission	233	87	320
Constantine (Eskimo)	29	5	34
Taktoak (Eskimo)	20	9	29
Nils Klemetsen	97	59	156
Tautook (Eskimo)	100	41	141
Ahmukdoolik (Eskimo)	9	6	15
J. Pamakcheerk (Eskimo)	3	2	5
Albert Angotok (Eskimo)	2	1	3
Benjamin (Eskimo)	2	1	3
Peter Egelak (Eskimo)	4	2	6
Mrs. Dexter (Eskimo)	5	2	7
K. Hendrickson	1		1
Government	1		1
Ole Bahr (Eskimo)	2		2
Stephen Ivanoff (Eskimo)	1		1
Nallogoroak (Eskimo)	1		1
Okitkon (Eskimo)	2		2
J. T. Lindseth	1		1
Total	513	215	728
Unalakleet (consolidated with Eaton):			
Mission (Swedish Evangelical)	100		100
Mission (Episcopalian)	59	21	80
Mission (Golofnin)			2
Mission (Bethel)			8
Ole O. Bahr (Lapp)	140	57	197
Okitkon (Eskimo)	132	16	164
Tatpan (Eskimo)	81	27	108
Nallogorook (Eskimo)	27	15	42
Moses (Indian)	50		50

^a Report not yet received; number estimated.

^b Total number reported, without giving itemized report of individual holdings.

Number, distribution, and ownership of domestic reindeer in Alaska—Continued.

	Adults.	Fawns.	Total.
Unalakleet (consolidated with Eaton)—Continued.			
Stephan Ivanoff (Eskimo)	33	9	42
J. L. Lindseth			1
Capt. E. S. Walker			1
Mary Antisarlook (Eskimo)	215	37	252
Koktoak (Eskimo)	21	10	31
Angalook (Eskimo)	30	13	43
Sagoonuk (Eskimo)	35	11	46
Accebuk (Eskimo)	18	6	23
Avogook (Eskimo)	10	1	11
Amikravinik (Eskimo)	6	4	10
Sakpillok (Eskimo)	2	2	4
Frank Koutchok (Eskimo)	3	1	4
Moses Koutchok (Eskimo)	1	1	2
Big One (Eskimo)	3	1	4
Nils Persen Bals (Lapp)	100		100
Per Nilsen Bals (Lapp)	100		100
Total	1,166	231	1,425
Nulato Mission	130	41	171
Kuskokwim:			
Moravian Mission	268	121	389
Per Spein (Lapp)	121	64	185
Nils Sara (Lapp)	136	74	210
Government			6
Total	525	259	790
Grand total	4,675	1,695	6,614

Increase from 1892 to 1903.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.
Total from previous year		148	323	492	743	1,000	1,132	1,877	2,538	2,792	3,464	4,675
Fawns surviving		79	145	276	357	466	625	638	756	1,120	1,654	1,695
Purchased during summer	171	124	120	123			161	322	29	500	30	
Imported from Lapland							144					
Total October 1	171	346	588	891	1,100	1,466	2,062	2,837	3,323	4,412	5,148	
Sold, butchered, and died	28	23	96	148	100	334	185	299	531	948		
Carried forward	143	323	492	743	1,000	1,132	1,877	2,538	2,792	3,464		6,614

α One hundred and eighty deer killed at Point Barrow for food; 66 lost or killed en route.

TABLE OF HERDS LOANED BY THE GOVERNMENT.

A number of reindeer have been loaned by the Government to missionary societies and natives, the Government reserving the right, after a term of three to five years, of calling upon the mission station or individual for the same number of deer as composed the original herd loaned.

Herds at mission stations in Alaska.

	Number loaned.	In herd, 1902.	When loaned.	When due.
Congregational Mission, Cape Prince of Wales	118	224	Aug., 1894	Returned.
Swedish Evangelical Mission, Golofnin Bay	50	264	Jan. 16, 1896	Do.
Protestant Episcopal Mission, Golofnin Bay	50	89	.....do.....	Do.
Presbyterian, Point Barrow	100	.....	Sept., 1898	Sept., 1903
Presbyterian, St. Lawrence Island	70	150	July 30, 1900	July, 1905
Norwegian Evangelical Lutheran, Teller	100	221	Sept. 1, 1900	Sept., 1905
Roman Catholic, Nulato	100	151	Mar., 1901	Mar., 1906
Moravian, Bethel	88	188	Feb. 26, 1901	Feb., 1906
Moravian, Carmel	88	188	.....do.....	Do.
Friends' Mission, Kotzebue	95	160	Sept. 2, 1901	Sept., 1906
Swedish Evangelical, Unalakleet	100	100	1903	1908

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Annual loan of herds to Laplanders.

	Location.	Year.	Males.	Females.	Total.
Ole Olesen Bahr.....	Eaton	1901	25	75	100
Nils Persen Sara.....	Kuskokwim.....	1901	25	75	100
Per Matthisen Spein	do	1901	25	75	100
Alfred Salmonsens Nillima	Kotzebue.....	1901	24	75	99
Nils Klemetsen.....	Golofnin	1902	25	75	100

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia.

1894	\$6,000	1901	\$25,000
1895	7,500	1902	25,000
1896	7,500	1903	25,000
1897	12,000	1904	25,000
1898	12,000		
1899	12,500	Total	183,000
1900	25,000		

Expenditure for reindeer, 1902-3.

Amount appropriated	\$25,000.00
Salaries of six employees	3,250.00
Supplies for stations	6,408.05
Freight	955.62
Traveling expenses	147.00
Photographs and electros for report	18.95
Reprint of report (1,000 copies)	471.13
Coal	1,650.00
Purchase of reindeer	11,300.00
Total	24,200.75

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the Office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Specialist in education as a preventive of pauperism and crime.—Arthur MacDonald, New York.

Clerk to Commissioner.—Charles E. Waters, Rhode Island.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Lewis A. Kalbach, Pennsylvania; James C. Boykin, Georgia; Henry E. Crouch, Tennessee; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Lévêque, Indiana; Mrs. Mary L. Graham, Idaho, detailed from Pension Office; George F. Harley, Georgia; Miss Margaret S. Getty, Ohio.

Division of correspondence and records.—Mrs. Harriette F. Hovey, Illinois; Almos P. Bogue, Michigan; Miss Eleanor T. Chester, Illinois; Mrs. Rebecca L. Foot, South Carolina; Mrs. Emily V. D. Miller, Mississippi; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Miss Bertha Y. Hebb, Alabama; William F. Pahren, Ohio.

Division of editorial work.—Specialist in land-grant college statistics, Frederick E. Upton, New Jersey; specialist in foreign educational

systems, Louis R. Klemm, Ohio; specialist in educational systems, Robert L. Packard, District of Columbia; translator, Miss Annie T. Smith, District of Columbia; Miss Frances G. French, Maine; Allen E. Miller, South Carolina; Evander M. Sweet, Texas; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. Adeline N. Chalker, New York.

Library and museum division.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Miss Sophie Nussbaum, New York; Mrs. Louise D. Goldsberry, Ohio; assistant messenger, John E. Patton, North Carolina.

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania.

Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; John R. Hendley, Kansas; George W. Cole, District of Columbia; Henry Turner, Virginia; Miss Marie H. Young, Virginia; William B. Lewis, jr., Alabama.

All of which is respectfully submitted.

W. T. HARRIS,
Commissioner.

HON. ETHAN A. HITCHCOCK,
Secretary of the Interior.



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DEPARTMENT OF THE INTERIOR

STATEMENT OF THE
COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919



DEPARTMENT OF THE INTERIOR

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STATEMENT OF THE COMMISSIONER OF EDUCATION

TO THE

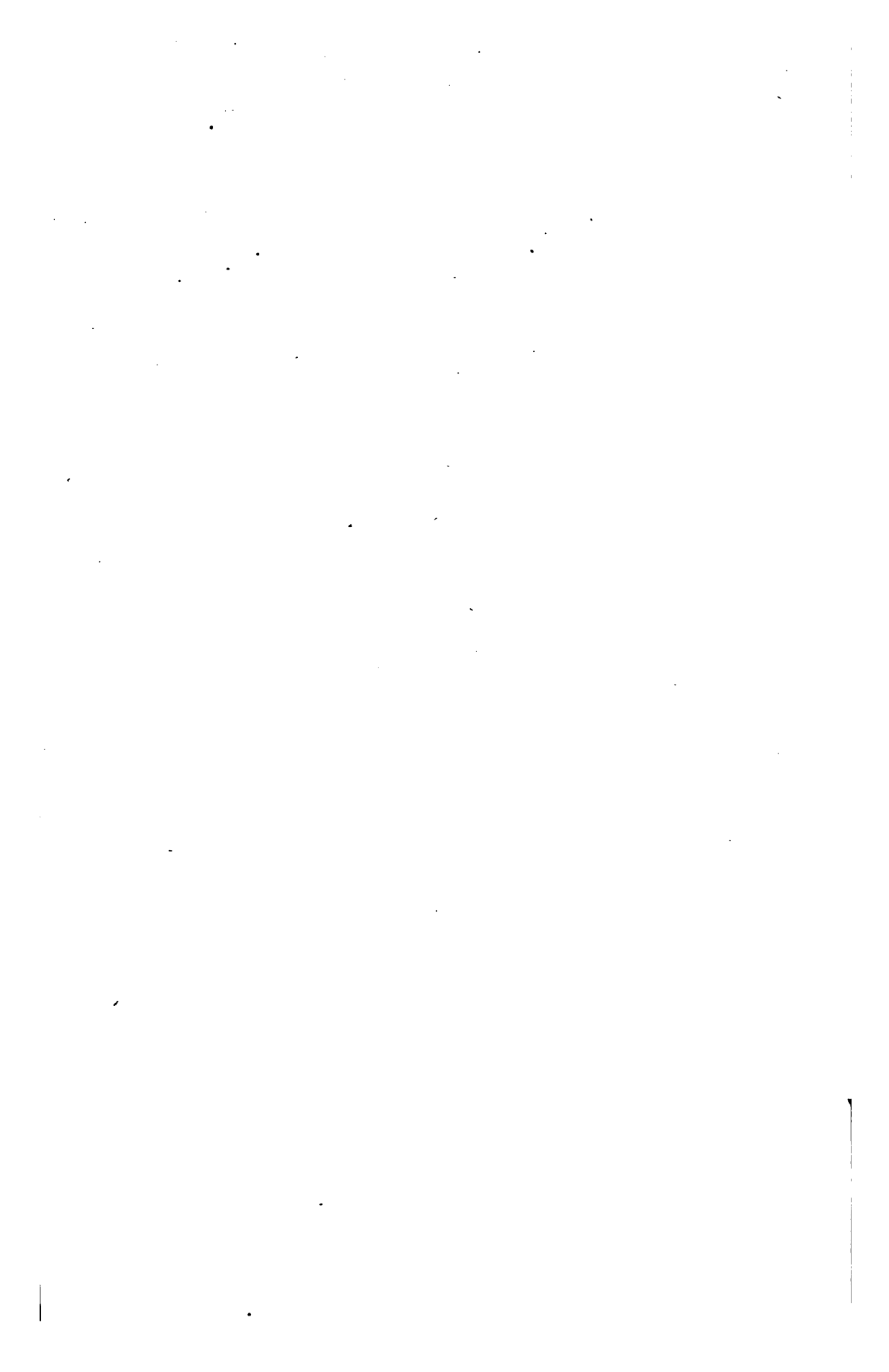
SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1919



WASHINGTON
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STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 1, 1919.

SIR: I have the honor to submit the following statement of the operations of this office for the fiscal year ended June 30, 1919, together with recommendations for the extension and improvement of its work.

Section I.

STATISTICS.

Considerable progress has been made in the work of securing uniformity in educational statistics and cooperation in the collection of statistics needed by the bureau. With the assistance of a committee representing the national conference of chief State school officers, the blanks used by the bureau in collecting statistics were revised and submitted to the chief State school officer in each State for criticism and for suggestions for improvement. The blanks were again revised in accordance with suggestions that were received, and a pamphlet was prepared giving explanations of the items used in the blank for securing statistics of State school systems.

Thus far the State departments of education in 12 of the Eastern States have been visited and arrangements made for the collection by them of all the statistics needed by the bureau in accordance with the following plan:

1. The State department of education should be the only agency within a State to which the Federal Government should be required to apply for information regarding educational statistics.

2. Each State department of education should collect and include in its reports statistical and other information in regard to all educational institutions and activities, public and private, in the State, from kindergartens to universities and colleges, and including libraries, schools of music, art, etc., so that its reports may constitute a history of all educational activities in the State.

3. The statistics of each State should be collected and compiled in such form and manner that they may be easily and correctly comparable with those of all other States. To this end all States should collect information regarding at least all the items included in the

blanks formulated by the Bureau of Education and in accordance with the explanation of items issued by the bureau.

4. The State departments of education should collect for the Bureau of Education biennially all statistics of all classes of educational systems and institutions in their respective States, thus making unnecessary the preparation by local school officers in the States of numerous reports, and insuring uniformity in statistics furnished to the Federal and State offices.

5. The State departments of education should furnish to the Bureau of Education biennially for the even-numbered years copies of the statistical reports of—

- (a) The State school system.
- (b) Each city and town having a population of 2,500 or over.
- (c) Each public high school.
- (d) Each private secondary school.
- (e) Each university, college, and professional school, public and private.
- (f) Each normal school, public and private.
- (g) Each commercial school.
- (h) Each summer school.
- (i) Each State industrial or reform school.
- (j) Each school for the blind, deaf, and feeble-minded, public and private.
- (k) All other schools of whatever kind.

6. In so far as may be desired, the Bureau of Education will furnish to the several State departments of education the blanks necessary for the collection of statistics.

If this plan is adopted and carried out by all the States, comparable statistics will be secured and local school officers in the States will be relieved of the annoyance of making numerous reports in different forms. Furthermore, by requiring reports from all educational institutions in the State the State department of education will come to be recognized, as it should be, as the head of the entire educational system in the State and not merely of the common school system.

During the year ending June 30, 1919, the Statistical Division has completed the following listed pieces of work:

1. A considerable part of the Educational Directory for 1918-19, comprising lists of State officers of education, county and city superintendents, the names, locations, and important officials of schools for the deaf, blind, and feeble-minded, and similar information on colleges, universities, normal schools, and summer schools.
2. Addressograph plates giving the names and addresses of 65,000 school buildings were prepared and proof-read.
3. Statistics from approximately 50,000 schools.

4. For the Commissioner's Biennial Report, chapters on summer schools and private commercial schools.

5. Summary and interpretation of compulsory attendance laws.

At the close of the year the division had in process of completion—

1. A statistical report for all city schools of the United States of cities with more than 5,000 population.

2. A report of the public high schools of the United States, nearly completed.

3. A report of the private high schools, edited and tabulated.

4. A report of all normal schools, edited, tabulated, and summarized for the interpretation of the data.

5. A report of the colleges, universities, and professional schools of the United States, edited and partially tabulated.

6. Reports on schools for the deaf, blind, and feeble-minded, for nurse training schools, and for industrial schools for delinquents, edited and tabulated and ready for interpretation.

CORRESPONDENCE.

The following report is for the year ending June 30, 1919:

Letters received.....	227,958
Library publications received.....	48,138
Statistical reports, questionnaires, etc.....	103,907
Documents distributed.....	1,505,448
Mimeographed letters sent out.....	1,396,518
Circulation of periodicals:	
National School Service (semimonthly to May 1, 1919).....	583,000
School Life (semimonthly).....	40,000
Americanization (monthly; average).....	21,447
Monthly Record of Current Educational Publications.....	12,500

A glance at the following table will show the steadily increasing amount of first-class mail handled through the office—a proof of growing usefulness to the country at large:

Year.	Number letters received.	Year.	Number letters received.
1910.....	18,463	1916.....	120,078
1912.....	45,543	1917.....	137,805
1913.....	68,528	1918.....	162,479
1914.....	84,332	1919.....	227,958
1915.....	86,817		

LIBRARY.

During the year the library continued to acquire new educational publications as issued, and also added to its shelves considerable

material of earlier date. The two largest single collections received were sets of textbooks used in the elementary and secondary schools of the Argentine Republic and Brazil, respectively. These two collections are very comprehensive and probably unique in the United States. The receipt of new European books on education has been much reduced during the war, but the library has secured nearly all of importance which have been published in friendly nations. From central Europe no books or periodicals had been received since early in 1916, until toward the close of the present year. Then a few current books and periodicals came from these countries. The library staff has arranged and organized all the new educational publications received, so as to make them readily available for consultation and use. The new accessions in general educational literature have been classified and catalogued, and progress has been made in cataloguing some older sections of the library.

In addition to the usual extensive use of the library by the bureau staff, more than 600 visitors were registered during the year as having made use of it. A great many visitors did not register, and the number consulting the library was far in excess of that given.

The educational bibliographies compiled and circulated by the library were in their usual great demand. The division continued to produce these bibliographies in typewritten, multigraphed, and printed form. More than 100 new ones were prepared during the year, and a large number of the lists already on hand were thoroughly revised and brought up to date. In January, 1919, the library began the publication of a new series of library leaflets, of which six numbers have already been issued, as follows: Nos. 1-5, lists of references on the following topics: 1. Rural Life and Culture; 2. Educational Tests and Measurements; 3. Play and Playgrounds; 4. Economic Value of Education; 5. The Junior High School. Library leaflet No. 6 is entitled "Stories for Young Children," and was prepared by the International Kindergarten Union and the Library Division in cooperation. The library also prepared during the year the usual 10 issues of the Monthly Record of Current Educational Publications and compiled an index to the annual series of the record for 1918.

The library also revised for 1918-19 the sections of the Educational Directory usually assigned to it, and collected and compiled the information for 45 pages of that bulletin.

The chief of the division contributed a section on "Library activities" to the Annual Report of the Commissioner for 1918, and prepared a chapter on "Library activities" for the Biennial Survey of Education, 1916-1918. He attended the 1919 meeting of the National Education Association at Milwaukee as an official representative of the Bureau of Education, and read a paper on "Young

people's reading circles" before the library department of the association on that occasion.

The statistics of library operations for the past year are as follows: Volumes and pamphlets added by gift, by exchange, and by purchase, 1,779; by copyright transfer from the Library of Congress, 507; serial numbers accessioned, 6,089; periodical numbers, 8,842; volumes sent to bindery, 877. The number of volumes catalogued and classified was 2,995. To borrowers from outside the office 2,270 volumes were loaned, the greater part of these books being forwarded by mail to points outside of Washington. The library answered during the year 2,670 letters requesting information or publications.

EDITORIAL DIVISION.

The demands of the war upon the Government Printing Office, made directly and indirectly, caused a marked decrease in the publications of the Bureau of Education during 1918. In the latter half of the year the list contained only (1) a few bulletins ordered long before, (2) the regular numbers of the periodicals *School Life*, *Americanization*, and *Monthly Record of Current Educational Periodicals*, (3) necessary reports, including those of four surveys conducted by the bureau, (4) eight advance chapters from the *Biennial Survey of Education*, and (5) a number of "leaflets" and brief "circulars," of which nearly all were directly in relation to the war.

The pressure of war work upon the Government Printing Office did not cease immediately after the armistice, for great numbers of blank forms and the like were required for the demobilization of the Army; but in 1919 it has been possible for the bureau to have a number of documents printed far in excess of that printed for it in any other similar period of the bureau's history.

The documents issued during the year ended June 30, 1919, were as follows:

BULLETINS, 1918.

2. The Publications of the United States Government.
5. Work of the Bureau of Education for the Natives of Alaska.
6. The Curriculum of the Woman's College.
10. Public School Classes for Crippled Children.
15. Educational Survey of Elyria, Ohio.
16. Facilidades Ofrecidas a Los Estudiantes Extranjeros.
17. History of Public School Education in Arizona.
18. Americanization as a War Measure.
19. Vocational Guidance in Secondary Education.
20. *Monthly Record of Current Educational Publications*, June, 1918.
21. *Instruction in Journalism in Institutions of Higher Education*.
22. *Monthly Record of Current Educational Publications, Index*, February, 1917-January, 1918.

25. Industrial Education in Wilmington, Delaware.
26. The National Council of Primary Education.
27. Rural-Teacher Preparation in State Normal Schools.
28. The Public Schools of Columbia, South Carolina.
29. American Agricultural Colleges.
30. Resources and Standards of Colleges of Arts and Sciences.
31. The Educational System of South Dakota.
32. Teaching American Ideals Through Literature.
33. Monthly Record of Current Educational Publications, September, 1918.
34. Monthly Record of Current Educational Publications, October, 1918.
35. Cardinal Principles of Secondary Education.
36. Educational Directory, 1918-19.
37. Courses of Study for the Preparation of Teachers of Manual Arts.
38. Kindergarten Supervision in City Schools.
39. Monthly Record of Current Educational Publications, November, 1918.
40. Recent State Legislation for Physical Education.
41. Statistics of Agricultural and Mechanical Colleges, 1916-17.
42. Monthly Record of Current Educational Publications, December, 1918.
43. Instruction in Art in the United States. (Advance sheets from Biennial Survey, 1916-18.)
44. Agricultural Education. (Advance sheets.)
45. Educational Surveys. (Advance sheets.)
46. Medical Education. (Advance sheets.)
47. Secondary Education. (Advance sheets.)
48. Public Education in the Cities of the United States. (Advance sheets.)
49. Kindergarten Education. (Advance sheets.)
50. Home Economics. (Advance sheets.)
51. Statistics of State Universities and State Colleges.

BULLETINS, 1919.

1. Monthly Record of Current Educational Publications, January, 1918.
3. Home Education. (Advance sheets.)
4. A Manual of Educational Legislation.
5. Instruction in Music. (Advance sheets.)
6. A Half-Time Mill School.
7. Rural Education. (Advance sheets.)
8. Life of Henry Barnard.
9. Education in Great Britain and Ireland. (Advance sheets.)
10. Educational Work of the Churches in 1916-1918. (Advance sheets.)
11. Monthly Record of Current Educational Publications, February, 1919.
12. Education in the Territories and Dependencies. (Advance sheets.)
13. Review of Educational Legislation 1917 and 1918. (Advance sheets.)
14. Monthly Record of Educational Publications, March, 1919.
16. The Kindergarten Curriculum.
17. Educational Conditions in Spain. (Advance sheets.)
18. Commercial Education. (Advance sheets.)
19. Engineering Education. (Advance sheets.)
21. Education in Germany. (Advance sheets.)
23. Monthly Record of Current Educational Publications, April, 1919.
24. Educational Work of the Boy Scouts. (Advance sheets.)
25. Vocational Education. (Advance sheets.)
26. The United States School Garden Army. (Advance sheets.)
27. Recent Progress in Negro Education. (Advance sheets.)

- 29. Schools of Scandinavia, Finland, and Holland. (Advance sheets.)
- 30. The American Spirit in Education.
- 32. Monthly Record of Educational Publications: Index, February, 1918-January, 1919.
- 33. Girl Scouts as an Educational Force. (Advance sheets.)
- 34. Monthly Record of Current Educational Publications, May, 1919.
- 36. Education in Italy. (Advance sheets.)
- 38. Education in Switzerland, 1916-1918.
- 41. An Educational Study of Alabama.
- 42. Monthly Record of Current Educational Publications, June, 1919.

TEACHERS' LEAFLETS.

- No. 1. Opportunities for History Teachers.
- No. 2. Education in Patriotism. (Reprint.)
- No. 3. Government Policies Involving the Schools in War Time. (Reprint.)
- No. 4. Outline of an Emergency Course of Instruction on the War.
- No. 5. Certain Defects in American Education, and the Remedies for Them. (Also reprint.)

LIBRARY LEAFLETS—LIST OF REFERENCES.

- No. 1. List of References on Rural Life and Culture.
- No. 2. List of References on Educational Tests and Measurements.
- No. 3. List of References on Play and Playgrounds.
- No. 4. List of References on the Economic Value of Education.
- No. 5. List of References on the Junior High School.

HEALTH EDUCATION SERIES.

- No. 1. Wanted Teachers to Enlist for Child Health Service.
- No. 2. Diet for the School Child.
- No. 3. Summer Health and Play School.
- No. 4. Methods of Teaching Health:
 - Cards—Right Height and Weight.
 - Poster—Health, Strength, Joy.

KINDERGARTEN CIRCULARS.

- No. 3. The Kindergarten and Americanization.

SECONDARY SCHOOL CIRCULARS.

- No. 3. Science Teaching in Secondary Schools in the War Emergency.
- No. 4. Industrial Arts in Secondary Schools in the War Emergency.

HIGHER EDUCATION CIRCULARS.

- No. 11. The Bureau of Education and the Educational Survey Movement.
- No. 12. Opportunities at College for Returning Soldiers.
- No. 13. The College Catalogue.
- No. 14. Advanced Educational Work Within a Government Bureau.

INDUSTRIAL EDUCATION CIRCULARS.

- No. 1. Lessons From the War and Their Application in the Training of Teachers.
- No. 2. The Cooperative School.
- No. 3. Industrial Art as a National Asset.
- No. 4. The Army Trade Tests.

HOME ECONOMICS CIRCULARS.

- No. 2. Current Problems in Home Economics. (Reprint.)
- No. 3. Teaching in Small High Schools. (Reprint.)
- No. 4. Principles and Policies in Home Economics Education. (Reprint.)
- No. 5. Government Publications for Home Economics Teachers and Students.
- No. 6. A Course in Food Economics for the Housekeeper.
- No. 7. Effect of War Conditions on Clothing and Textiles Courses.
- No. 8. Brief Courses in Home Making for Normal Schools.

READING COURSES.

- No. 1. The World's Great Literary Bibles. (Reprint.)
- No. 2. Great Literature—Ancient, Medieval, and Modern. (Reprint.)
- No. 6. Thirty Books of Great Fiction. (Reprint.)
 - Thirty Books of Great Fiction. (Sec. A.)
 - Thirty Books of Great Fiction. (Sec. B.)
- No. 7. Thirty World Heroes. (Reprint.)
 - Thirty World Heroes. (Sec. B.)
 - Thirty World Heroes. (Sec. C.)
- No. 9. Thirty American Heroes. (Reprint.)
- No. 10. American History. (Reprint.)
 - American History. (Sec. A.)
 - American History. (Sec. B.)

COMMUNITY CENTER CIRCULARS.

- No. 1. Constitution of Community Associations.
- No. 2. Community Buildings as Soldiers' Memorials.

LESSONS IN COMMUNITY AND NATIONAL LIFE.

Series A, B, and C.

SCHOOL LIFE.

- Index and title page, volume 1, August–December.
- Volume 1: Nos. 1–10.
- Volume 2: Nos. 1–12.
- Volume 3: Nos. 1–2.

AMERICANIZATION.

- No. 1. September 1, 1918.
- No. 2. October 1, 1918.
- No. 3. November 1, 1918.
- No. 4. December 1, 1918.
- No. 5. January 1, 1919.
- No. 6. February 1, 1919.
- No. 7. March 1, 1919.
- No. 8. April 1, 1919.
- No. 9. May 1, 1919.
- No. 10. June 1, 1919.

MISCELLANEOUS PUBLICATIONS.

- Rules and Regulations Regarding the United States Reindeer Service in Alaska. (Reprint.)
- Europe's Educational Message to America.
- Broadside—Three Gentles of the Hand-Grenade.

UNFINISHED PRINTING.

The following documents were in the hands of the printer at the close of the year:

BULLETINS.

The National Council of Primary Education. (Reprint.)
Standardization of Medical Inspection Facilities.
The Adjustment of the Teaching Load in a University.
The Rural Teachers of Nebraska.
A Survey of Higher Education, 1916-1918. (Advance sheets.)
Educational Periodicals During the Nineteenth Century.
Summer Schools in 1919. (Advance sheets.)
The Junior College.
Educational Changes in Russia.
Training Little Children.
Work of the Bureau of Education for the Natives of Alaska.
Education in France. (Advance sheets.)
Modern Education in China.

LIBRARY LEAFLET.

Stories for Young Children.

KINDERGARTEN EDUCATION CIRCULAR.

Manufacturers Endorse the Kindergarten.

READING COURSE.

France and Her History.

Section II.**HIGHER EDUCATION.**

SPECIAL WAR ACTIVITIES.

The normal procedure of the division of higher education was altered by the war. A large part of the time of all members of the division was devoted to various emergency services rendered necessary by the fact that the country was at war. In the following paragraphs the more important of these activities are listed:

The specialist in higher education has served as a member of the Advisory Board of the Committee on Education and Special Training of the War Department from the time of its organization, in February, 1918. Through the summer and autumn of 1918 this committee had charge of the training of mechanics and technicians for the Army in civilian institutions and of the Students' Army Training Corps, established in nearly all the colleges and universities of the country. In the formulation of the plans for all these activities and in the actual administration of them the division's representative was almost constantly occupied up to December, 1918.

The specialist in higher education served also as a member of the Committee on Educational Relations of the National Research Council, and as a member of the advisory committee of the educational bureau of the Young Men's Christian Association. Other members of the division were called upon from time to time to prepare data for the use of these and other emergency bodies.

PUBLICATIONS.

The publications of the division have dealt in large part with the war situation as it affected higher education. Thus the division has prepared a section on higher education for the Report of the Commissioner of Education, a biennial survey of higher education, 1916-1918, and has issued three circulars in the series entitled "The Work of American Colleges and Universities During the War." Of these the most important was doubtless Circular No. 12, entitled "Opportunities at College for Returning Soldiers," issued December, 1918, and presenting a summarized statement of the special concessions colleges were willing to make for the benefit of discharged soldiers, sailors, and marines. In addition, it issued to college officers a multigraphed circular entitled "Suggestions to Colleges Concerning the Admission of Returning Soldiers," in which it proposed the relaxation of formal entrance requirements and the substitution of army intelligence tests in the case of returning soldiers with defective secondary school preparation. The response of the colleges to these suggestions was summarized in another circular sent to demobilization camps. Other publications of the division have been Bulletin, 1918, No. 16, "Facilidades Ofrecidas a los Estudiantes Extranjeros en los Colegios y Universidades de los Estados Unidos"; Bulletin, 1918, No. 29, "American Agricultural Colleges"; Bulletin, 1918, No. 30, "Resources and Standards of Colleges of Arts and Sciences"; Bulletin, 1918, No. 51, "Statistics of State Universities and State Colleges"; a section on higher education in Bulletin, 1919, No. 41, entitled "An Educational Study of Alabama." The division has prepared for publication manuscripts of bulletins as follows: "Survey of Higher Educational Institutions of South Dakota," "Requirements for the Bachelor's Degree in the United States," "The Curricula of the Students' Army Training Corps," a report of the Committee on Agricultural Education of the National Education Association Commission on the Reorganization of the Secondary School Curricula. It has also prepared a circular on "Salaries of College Teachers."

OTHER ACTIVITIES.

All the members of the division were engaged during the spring of 1919 in work connected with the study of higher institutions in

Alabama. The specialist in higher education, the specialist in agricultural education, and the specialist in land-grant college statistics spent several weeks in field work in Alabama in connection with this survey. The report, which was presented to the Alabama educational commission by the specialist in higher education on June 9, contained 42 recommendations relating to the administration and support of the higher educational institutions of the State. In recommending an apportionment of the field of professional training between the University of Alabama and the Alabama Polytechnic Institute the report followed the now familiar policy of the bureau of dividing the work of these institutions into major and service lines. Perhaps the most important new recommendation was that providing for the creation of a State council of education, composed of representatives of the administration of the State school system and each of the higher institutions; the future determination by it of State needs in the field of professional training; and the allocation of the different portions of the tasks of professional training among the several higher institutions in harmony with the definition of the spheres of those institutions.

At the request of The Adjutant General of the Army, the division has passed upon the eligibility for accrediting by the United States Military Academy of 473 institutions.

The division has prepared for the biennial report of the Commissioner of Education statistics of higher institutions and special statistics of land-grant colleges.

The specialist in higher education represented the division at the following important educational gatherings, at all but two of which he delivered addresses:

The Section on Higher Education of the National Education Association, 1918.

The American Council on Education, 1918.

College Entrance Examination Board, 1918.

National Association of State Universities, 1918.

Association of Colleges and Preparatory Schools of the Middle States and Maryland, 1918.

Association of American Universities, 1918.

Society for the Promotion of Engineering Education, 1918.

National Conference Committee on Standards of Colleges and Secondary Schools, 1919.

The convention of the Association of Collegiate Alumnae, 1919.

The inauguration of President McConaughy of Knox College, 1919.

The specialist in agricultural education has represented the division at meetings of the Association of American Agricultural Colleges and Experiment Stations, the National Society for Vocational Education, and conferences on commercial engineering, all in 1919.

The specialist in land-grant college statistics represented the division at the meeting of the Association of American Agricultural Colleges and Experiment Stations and the Department of Superintendence of the National Education Association, both in 1919.

The division organized a series of conferences of specialists in agricultural education for the preparation of courses of study in agriculture. It participated in conferences of the War Department with representatives of colleges and universities in regard to the promotion of military training in higher institutions. It took part in conferences of the Young Men's Christian Association Overseas Educational Commission, and it conducted conferences for Reserve Officers Training Corps commanders at Camp Lee.

The division was intimately connected with the entertainment of the British Educational Mission in the autumn of 1918. The specialist in higher education served on the entertainment committee of the American Council on Education, had charge of the arrangements for the entertainment of the mission in Washington, and assisted in organizing the itinerary of the mission through the United States. For the benefit of the mission the division prepared a report on fellowships and scholarships available for British students in American universities.

RURAL SCHOOLS.

In addition to the large amount of routine work of correspondence, keeping in touch with the progress of rural education throughout the country, noting important legislation affecting rural schools, studying noteworthy departures in rural school practice, including changes in courses of study and methods in organization and teaching, giving information and advice to school officers and teachers in response to thousands of inquiries by letter and personal visitation, attending and addressing teachers' institutes, and local, State, and national meetings of associations of teachers, school officers, and citizens interested in rural schools and the means of their improvement, the Division of Rural Schools and its members accomplished the following pieces of work:

The division completed for publication the portions of the report of the educational survey of the State of South Dakota pertaining to the general school system and the rural schools and normal schools. This survey was made under the direction of the chief of this division in the winter and spring of 1918 at the request of the State survey commission created by act of the legislature.

At the request of the board of trustees of the schools supported by the superintendent of schools of La Crosse County and the State superintendent of schools of Wisconsin a study was made of the work of the county agricultural school of La Crosse County, Wis.,

and of its place in the county system of schools and a report with recommendations submitted.

Studies of rural education in Nebraska were completed and a report prepared for publication as a bulletin of the Bureau of Education. These studies were made in cooperation with the School of Education of the University of Nebraska.

A survey of rural schools of Walker County, Tex., and a report with recommendations was prepared for publication as a bulletin of the bureau.

A report of the survey of the rural schools of Falls County, Tex., made in the fiscal year ended June 30, 1918, was completed for publication as a bulletin of the bureau.

At the request of the survey committee of the State of Alabama, created by act of the legislature of the State during the first half of its quadrennial session, the Bureau of Education undertook a comprehensive survey of the State system of education and of all its parts, including the higher institutions of learning, schools for the blind and deaf and other exceptional children. The whole of the survey was made under the direction of the chief of the rural-school division of the bureau, and other members of this division assisted in the survey of the rural schools, including the county high schools, normal schools, and district agricultural schools. The report of the survey was prepared and published as a bulletin of the bureau, and a great majority of its recommendations were embodied in a new and comprehensive School Code during the second half of the session of the legislature. The entire report, with all its recommendations, received the hearty approval of the State survey commission, and it is believed that further recommendations not embodied in the School Code will be adopted as soon as necessary amendments to the constitution of the State can be had and when further developments of the system makes their adoption advisable.

In making surveys of this kind it is not the policy of this bureau to make such recommendations only as can be put into operation at once, but rather to make such a list of constructive recommendations as may serve as a chart for the improvement of the schools and the school system for 5 or 10 or more years.

A detailed study of the possibilities of consolidating the seven one-room, one-teacher schools of Mount Joy Township, Adams County, Pa., into one school, and of the advantages that might be expected to accrue from such consolidation, was made at the request of the superintendent of schools of Adams County and the State department of education. The results of this study will be published as a bulletin of the Bureau of Education. One of the special reasons for this survey at this time was the desire of the people of this town-

ship to use the consolidated school as a community center, both for the ordinary purposes of such a center and also for cooperative buying and selling and exchange of products with community organizations in the city of Washington. The Post Office Department assisted in establishing the cooperative exchange.

A thorough and comprehensive study of rural-school consolidation in the country at large and in typical counties in which consolidation has made most progress has been made. This study includes readjustments in courses of study and improvement in methods and results made possible by consolidation. It is the most comprehensive study of the kind yet made. The results of the study are being prepared and are now almost ready for publication in three separate bulletins of the Bureau of Education.

Last fall a nation-wide inquiry was made to ascertain the extent of the shortage of teachers. Results of the inquiry showed a shortage of rural teachers in almost every section of every State. It is estimated there was a total shortage of approximately 50,000 and an unusual number of young, inexperienced teachers and a consequent lowering of standards. As a result of this inquiry the Commissioner of Education, assisted by the Division of Rural Schools, entered upon a campaign for recruiting all rural teachers from the ranks of married women and others who had previously had successful experience as teachers and whose circumstances were such as to permit them to reenter the schools, temporarily at least, for this important patriotic service. Foreseeing the continuance of this shortage of teachers, normal schools and colleges and universities having departments of education connected with them were urged to offer special short courses for these persons and otherwise to increase their efforts for the preparation of teachers, and young men and women having suitable preparation were urged to enter these schools and prepare themselves for teaching. As a further result of the findings of this inquiry, the President allotted to the Secretary of the Interior \$25,000 out of the appropriation for the national security and defense to establish and maintain through the remainder of the fiscal year the School Board Service Division of the bureau. This is referred to elsewhere in this statement.

Since the beginning of the rapid increase in prices and the cost of living, this bureau has been urging boards of education, legislatures, city councils, and other legislative bodies to increase salaries of teachers and to make the necessary provisions therefor through increased appropriations and tax levies, to the end not only that the pay of teachers might keep pace with the rise in prices and in pay for other forms of service as was necessary to prevent lowering of standards in the qualifications of teachers and the work of the schools through the loss of the more competent teachers to other em-

ployment, but also that if possible these standards might be raised to meet the new and urgent demands made upon the schools. Reports made to this bureau for the year ended June 30, 1918, shows an average increase of about 17 per cent in the total expenditures for the pay of teachers' salaries for the annual period 1917 and 1918, but the separate inquiry made to the rural-school division as to the salaries of rural-school teachers indicated that the increase in pay of these teachers has not been so large as that of the average, which has been raised chiefly by the increase in the pay of city school teachers. On the basis of the revelations of this inquiry, State legislatures and county, township, and district tax-levying bodies, on whose action any increase in funds available for paying teachers in rural schools must depend, have been urged to make relatively large increases in appropriations and tax levies for this purpose. Plainly, little or nothing is to be gained by increasing the monthly rate of the pay of teachers at the expense of shortening the school term. It is the total amount of pay for the school year rather than the wages per month that counts.

In view of the fact that the legislatures of more than four-fifths of the States were to meet in the calendar year 1919, this division of the bureau prepared for the use of the State departments of education and members of such legislatures a legislative manual in which were summarized in forms easily read and understood all of the most important educational statistics, showing in a comparatively way the conditions and needs of the rural schools in the United States. This manual was published as Bulletin of the Bureau of Education, 1919, No. 4, and was distributed to the persons for whose use it was designed.

A comprehensive study on the certification of teachers in the several States is now almost finished and will soon be published as a bulletin of the bureau.

An investigation has been in progress in regard to the standardization of rural schools in the several States. The purpose of the investigation is to bring together in compact form the standards which have been adopted for school buildings, school equipment, school sanitation, courses of study, etc. The results of the investigation will be published as a bulletin of the bureau.

A comprehensive study of free public libraries as they affect the rural population of the country of the need of county libraries and of the ability of counties to maintain them has been completed and will be published as a bulletin of the Bureau of Education. This study shows that 2,200 counties, or about two-thirds of all of the counties of the United States, have no public libraries or none containing as many as 5,000 volumes, that more than half the people of the United States have no access to any adequate collection of books,

and that practically all of these counties might at a cost that would not involve excessive taxation maintain good libraries at the county seats or elsewhere, with branch libraries in the most important towns and villages, making use of the schools as distributing centers. In this way the general educational facilities of these counties might be increased in large proportion. The study also shows how through cooperation of cities and counties the city libraries might easily be made available for the free use of the rural population of the counties in which they are located.

Believing the schools in the villages and small towns to be capable of assuming a much more important place among the educational agencies of the country than they now have and conscious of the comparative neglect of these schools in all these studies of education and in all plans for school improvement, much attention has been given to this subject. In the last year and a half two interesting and valuable national conferences on village schools have been held, one in connection with the meeting of the National Education Association at Pittsburg in July, 1918, and one in connection with the meeting of the Department of Superintendence of the National Education Association at Chicago, in February, 1919. Two conferences on the special needs of schools in mining villages and small mining towns have been held, and one member of this division has devoted several weeks to a first-hand study of conditions in mining villages in Pennsylvania and West Virginia coal fields. Another member of this division and the specialist in educational systems attached to the Division of City School Administration, have given special attention to the condition and needs of southern cotton mill villages with a view to making recommendations for the improvement of their schools.

A bulletin, soon to be published, has been prepared showing the present practice in village and small-town school organization and showing the opportunities for their improvement and particularly for their use as consolidation centers. The studies already made indicate that this is a very useful field and this work will be continued and enlarged. There are in the United States more than 10,000 villages and towns having a population under 2,500 and a total population of more than 8,000,000.

With the assistance of other members of this division the school-extension agent has held three important national and sectional conferences on rural education, one at Stevens Point, Wis., December 22-25, 1918; one at Daytona, Fla., February 1-4, 1919; and one at Oklahoma City, April 30-May 3, 1919. Plans were made for a conference at Sioux Falls, S. Dak., in the early spring, but the conference was postponed on account of the epidemic of influenza in the North Central States at that time and will be held in October. These

conferences were largely attended by educators, governors of States and other public officials, and laymen interested in the cause of rural education. The Oklahoma City conference was the twelfth of these conferences on rural education held by the Bureau of Education, the first having been held in Chicago in 1914. They have proven very valuable in stimulating intelligent interest in rural school improvement and in getting before the people for consideration and discussion the program of this bureau for rural school improvement. This program, now generally accepted as a working basis, includes the following 12 recommendations:

1. An academic term of not less than 160 days in every rural community.
2. A sufficient number of teachers adequately prepared for their work.
3. Consolidation of rural schools where practicable.
4. Teachers' home and demonstration farm of 5 or more acres as a part of the school property.
5. An all-year school session adapted to local conditions.
6. A county library with branch libraries at the centers of population, the public schools to be used as distributing centers.
7. Community organization with the school as the intellectual, industrial, and social center.
8. A high-school education for all country boys and girls without severing home ties in obtaining that education.
9. Such readjustment and reformation of the course of study in elementary and secondary rural schools as will adapt them to the needs of rural life.
10. Federal cooperation in public education.
11. The elimination of illiteracy.
12. Americanization of all citizens through a better civic and patriotic instruction.

The Rural School Extension agent and other members of the division cooperated with the State superintendent of schools of Texas in planning and holding a rural school conference in that State in June, 1919, in connection with summer schools at four normal schools, the State university, and the State college of agriculture.

The work of the Rural Teachers' Reading Circle has been continued under the direction of this division. The number of readers is increasing. Its purpose is to stimulate the best and most progressive rural teachers, superintendents, and supervisors of schools to read systematically a good number of the stimulating and instructive books on the fundamental purposes and practices of education, on rural economics and rural life, and on the organization and conduct of rural schools.

The educational section of the Department of the Interior Exposition in the spring of 1919 was prepared under the direction of this division of the bureau. Among other items of this display were a modern rural school, a modern home garden, and charts showing the work of the various divisions of the bureau, and displays from the Americanization Division and the Educational Extension Division of the bureau, including the Visual Instruction Division.

In common with other members of the bureau, the members of this division participated in many forms of patriotic work; in raising Liberty loans, in Red Cross drives, and in promoting patriotic work in the public schools. The Educational Extension agent assisted in the presentation of "The Continental Congress" at the consolidated rural school at Whitmell, Va., at Knoxville, Tenn., at the meeting of the Southern Sociological Congress, and at the University of Virginia on July 4.

One member of this division was detailed for half of the year to the United States School Garden Army. Another was on leave without pay, and was working with the office of the Surgeon General of the United States Army.

CITY SCHOOL ADMINISTRATION.

In addition to the routine work of correspondence, holding conference, and giving information and advice to school officers and teachers, the Division of City School Administration, to which are attached the kindergarten specialists, assistants, and collaborators, reports as follows:

This division completed the report of the survey of the schools of Columbia, S. C., made in the preceding year, and prepared it for publication. The chief of the division directed that part of the survey of the educational system of the State of Alabama relating to the organization, support, equipment, and work of the schools system of the 46 cities of the State, and prepared the report of this part of the survey.

The chief of the division had immediate direction of the survey of the schools of the city of Memphis, Tenn., made by this bureau last spring. Two other members of the division assisted in the survey, and the division put the several parts of the report into final shape for printing.

The division has conducted a study of the relation of education to industrial and social conditions in the city of Passaic, N. J. This study will be continued and completed within the current year.

The specialist in school systems, attached to this division, has begun a study of the schools at Erlanger, a typical cotton-mill village near Lexington N. C., and will, under the direction of the commissioner, assist in reorganizing these schools and in readjusting their courses of

study so as to adapt them to the conditions and needs of the people. As an introduction to the study of local economics and as a coordinating subject in these schools, there has been collected and prepared an extensive course on the cultivation, manufacture, and uses of cotton. The schools of this mill town have been taken as typical of the schools of cotton-mill towns in the South.

The specialist in school systems has also prepared a bulletin on the phonic method of teaching reading.

The division outlined for the superintendent and board of education of Elizabeth City, N. C., a plan for the survey of the schools of that city.

A study has been made of the causes of failure and nonpromotion in the primary grades of the public schools.

Among the more important conferences held was a conference of superintendents of schools in cities having large industrial interests, for the purpose of discussing plans whereby school terms and hours of attendance might be adjusted to the needs of older boys and girls who, under pressure of war needs, were seeking employment in industrial plants.

Kindergartens.—Three studies relating to the kindergarten have been completed and published as bulletins of the bureau: Kindergarten Supervision in City Schools; A Survey of Kindergarten Education for the Years 1916 to 1918; and The Kindergarten Curriculum. Studies now in progress, the results of which will be published by the bureau, are: Salaries and hours of work of kindergarten teachers as compared with those of the first grade; modifications in kindergarten equipment; and training courses in colleges for women. In cooperation with the International Kindergarten Union, work is in progress on a curriculum for the first grade, based on the work of the kindergarten. An illustrated bulletin is in preparation for publication, showing the more important activities of children in the kindergartens.

Many thousands of circular letters have been sent to kindergarten teachers, and more than 60,000 leaflets on the kindergarten have been sent to legislators and other persons whom it was desired to interest in kindergarten legislation and other means of promoting the kindergarten. Special assistance has been given to the workers for kindergartens in several States in planning and promoting legislative programs. An intensive campaign for the establishment of kindergartens was conducted in the State of Texas.

A reading course for graduate kindergartners has resulted in an enrollment of readers from every part of the country. A leaflet emphasizing practical ways in which the kindergarten can further the work of Americanization has had wide distribution among school superintendents and kindergarten teachers in cities and towns having

large foreign-born populations and has been helpful in getting kindergartens established for the children of foreigners.

The Chief of the Division of City School Administration cooperated with the French High Commission in placing French teachers in the schools of the United States. The kindergarten specialist assisted the Ordnance Bureau of the War Department in connection with the equipment of kindergartens in the Government schools at munition plants. All members of the division participated in the war work in many ways.

SCHOOL ADMINISTRATION.

The specialist in school administration has brought up to date the bulletin on laws pertaining to the adoption and supply of textbooks; prepared a brief summary of the history of education in the State of Alabama, which was published as a chapter in the Educational Survey of Alabama; prepared a summary review of educational legislation in the several States in 1917 and 1918, which was published as Bulletin, 1919, No. 13; begun a similar review of educational legislation for the years 1918 and 1919; made a study of the educational activities of governmental departments in Washington; and has continued the study already begun on the source of school revenues in the several States. While the legislatures were in session he distributed to State departments of education and legislative committees copies of 24 legislative circulars summarizing pending and completed educational legislation in the several States.

EDUCATION IN INDUSTRIES AND HOME MAKING.

Conferences were organized and held in Washington by the bureau for the purpose of considering and making recommendations regarding: (1) Part-time schools in cities as a means of reaching boys and girls who left school to work; (2) special provision of evening classes for Government employees in the District of Columbia; (3) effect of the war on high-school enrollment; (4) promotion of cooperation between the public schools, chambers of commerce, and labor unions; (5) preparation of bulletins on conservation of food for use by teachers of home economics.

Conferences of specialists called by the Commissioner of Education were conducted as follows: (1) Specialists engaged in training teachers of manual training and industrial education in institutions in the Mississippi Valley, held at the State Normal School, Terre Haute, Ind.; (2) specialists in industrial education, held at the Statler Hotel, St. Louis, Mo.; (3) directors of vocational units, Students' Army Training Corps, held at the office of the board of education, Chicago, Ill.

The specialist in industrial education has rendered assistance to the committee on education and special training of the War Department in preparing a series of outlines of courses of instruction in mechanical trades for the use of institutions engaged in training soldiers.

He has been detailed to field work for an aggregate of 44 days, holding conferences of specialists in industrial education, assisting in the survey of the schools of Memphis, Tenn., representing the bureau at educational conventions, and similar duties. Since March 10 he has been detailed to special duties as assistant to the commissioner.

The specialists in home economics have assisted in the surveys of the public schools of Memphis, Tenn., and the State systems of public schools of Tennessee and Alabama, lectured on home economics in teachers' institutes and summer schools, held conferences of specialists in home economics, and represented the bureau at educational conventions.

They also rendered assistance to the Food Administration and to the Department of Agriculture in formulating material for publication in bulletins on home economics. One specialist assisted in the nursing and food service at the Emergency Hospital in Washington during the influenza epidemic in November. Special studies have been begun of the reorganization of home economics instruction in secondary schools and of State and Federal legislation relating to home economics in the schools.

This division prepared the chapters on "Vocational education" and "Home economics" for the biennial survey of the Bureau of Education, and a revised "Bibliography of Home Economics Instruction," also the manuscripts for the following publications:

Industrial Education Circular No. 1, "Lessons from the War and their Application in the Training of Teachers."

Industrial Education Circular No. 2, "The Cooperative School."

Industrial Education Circular No. 4, "The Army Trade Tests."

Home Economics Circular No. 7, "Effect of War Conditions on Clothing and Textile Courses."

Home Economics Circular No. 8, "Brief Courses in Homemaking for Normal Schools."

One specialist in home economics has been absent from the Bureau of Education since March 20 on account of illness, and another resigned June 15 to accept a position at Hampton Institute, Hampton, Va.

AGRICULTURAL EDUCATION.

The major part of the time of the specialist in agricultural education is required in connection with projects relating to the work

of the agricultural colleges, mention of which has been made in the report of the Division of Higher Education. The remainder of this time is spent upon studies relating to agriculture in the secondary and elementary schools.

During the year covered by this report the chief project undertaken, affecting secondary and elementary agriculture, was a study of the agricultural curriculum. With a view to obtaining information concerning present practices, the course of study outlines followed by the several States were obtained and studied. Information concerning articulation between secondary schools and colleges also was obtained. The result of this inquiry revealed the fact that there is a conspicuous lack of uniformity in the scope and method of instruction and a noteworthy absence of articulation between the high-school and college courses in agriculture. So diverse were the practices that it seemed desirable to call together for conference a small group of agricultural education specialists throughout the country. Such a conference was held on January 31 and February 1, 1919. At this meeting subcommittees were appointed to consider certain phases of the subject. These committees on March 7 and 8 made a report of progress, in which they outlined the needs in each field. There remains the work of preparing outlines for each phase of the agricultural field.

The specialist in agricultural education made a study of the facilities for the training of teachers of agriculture for the secondary schools. The report on this study has been presented for publication.

COMMERCIAL EDUCATION.

Because of the great interest now manifested in commercial education, especially for our large prospective foreign commerce and in education for foreign service in industrial enterprises and otherwise, the pressure on the Division of Commercial Education with its one specialist has been very great. There is immediate need for a large addition to the personnel of this division.

In addition to special surveys and investigations, preparation of bulletins, reports, circulars, etc., and occasional lectures and addresses in the general field of educational preparation for foreign and domestic business, it is the duty of the specialist in commercial education to answer all inquiries pertaining to commercial education received by the bureau.

During the fiscal year 1918-19 the bureau carried on through this division the following surveys, the complete results of which will be published as bulletins of this bureau.

1. A survey of 15 major cities in cooperation with the Bureau of Foreign and Domestic Commerce, Committee of Fifteen on Educa-

tional Preparation for Foreign Service, American Association of Urban Universities, and local committees with representation from trade, industries, and education.

2. A survey of all cities with 25,000 inhabitants and over, some 250, in all, carried on direct from the bureau in cooperation with local committees, of which the city superintendent of schools acted as chairman.

The purpose of these two surveys is to ascertain the extent and character of the foreign business of these cities, the number of people employed and the kind of service rendered by them, and whether and how the schools and colleges can train men and women for foreign business.

3. In cooperation with the educational director of that association surveys of the work carried on by the educational departments of the Young Men's Christian Association.

4. A survey of all commercial teacher training work carried on in colleges, universities, and normal schools.

5. A survey of colleges and universities to ascertain what facilities they offer in preparation of students in engineering or business for management positions in industry and commerce, and for overseas engineering development projects and commercial enterprises.

The results of this last investigation served as a basis for the constructive work of the commercial engineering conferences of February 22, March 31, and April 1, and June 23 and 24, which were held in St. Louis and Washington under the direction of the specialist in commercial education. The genesis and development of this project, including the proceedings in full of the public conference of June 23 and 24, has been prepared for publication as a bulletin of this bureau.

In addition to these surveys the specialist in commercial education has prepared and will shortly submit for publication a bulletin on "Training for Foreign Service," and, in cooperation with a committee from the Association of Accredited Schools, a "Course of Study for Use in Private Business Schools." Under his direction there is being prepared a brief but definite statement in respect to training for business in the 21 countries constituting the Pan American Union. This work is being done in cooperation with a well-known scholar in each of these countries.

During the past year frequent trips, including one to the Pacific coast, were made by the specialist in commercial education for the purpose of personally directing the surveys now being carried on in certain cities and of addressing educational institutions, business organizations, and civic clubs on the general subject of "Training for business."

CIVIC EDUCATION.

A remarkable stimulation of interest in civic education resulted from the war, and it is perhaps worthy of note that the bulletins relating to civic education published by the Bureau of Education prior to this year, and other publications prepared by the bureau's specialist in civic education, have been widely influential in determining the character of instruction introduced into the public schools for purposes of civic training.

The demand for these and other materials and for assistance in developing courses of civic training has greatly increased, not only from public schools, but also from other agencies interested in extending civic education to various groups of the people.

The pressure of war activities diverted the specialist in civic education during the past year from the logical development of work begun prior to the war and interfered with the preparation and publication of materials for which there is a great demand now that the war is over. Much of his time was devoted to the preparation of materials bearing directly upon the war and upon governmental activities relating to the war, these materials being of more or less transient usefulness. Nevertheless, material has been assembled which it is believed will be serviceable in the extension of civic training both in the schools and among citizens generally.

The specialist in civic education cooperated with the overseas educational commission of the Young Men's Christian Association and prepared a pamphlet of about 100 pages, entitled "Team Work Through Government," constituting an elementary course in citizenship for our soldiers overseas. Of this 25,000 copies were taken.

The specialist in civic education participated in the survey of the schools of Memphis, Tenn., and prepared a report on the conditions and need of civic education in that city. This will be published as a part of the report of this survey.

HOME EDUCATION.

The working force of the Home Education Division has this year consisted of a secretary, a stenographer, and a clerk, with the addition of another clerk during the months of May and June.

During the year two new reading courses, No. 7, "Thirty World Heroes," and No. 9, "Thirty American Heroes," were published, and a series of "After the War Reading Courses" and reading courses on such vocational subjects as shipbuilding, machine-shop work, iron and steel, seamanship, and agriculture, have been begun.

Of the standard reading courses nearly 230,000 copies have been distributed through high schools, libraries, and other agencies, and 160,000 copies of six "After War Reading Courses for Soldiers" were

distributed to camps and cantonments in the United States and overseas. Thirty thousand form letters have been sent out and more than 6,000 bulletins on the care and education of young children. The addressograph list of parent-teacher associations, containing names of all organizations doing work similar to parent-teacher associations, such as home and school associations, school improvement associations, etc., has been increased.

More than 10,000 readers are enrolled in the National Reading Circle. These are mostly in rural communities and villages and small towns, but are not confined to these. Among the most successful of these reading circles is one of 150 members in Glendale, Calif. In Cleveland and Pittsburgh there are reading circles having a membership of more than 150, and in the District of Columbia there is a circle of 90.

The purpose of the work of this division is fourfold:

1. To help parents in the care and training of their little children before the children become of school age. To this end the division has prepared a specially designed reading course for parents to give them knowledge of the duties of parenthood. It has also sent out Public Health bulletins on the diet and the care of babies and similar publications.

2. To help parents further their own education. For this purpose the division has continued to issue a series of 10 reading courses designed largely for general information and cultural development. The division requires written summaries of the books and answers to test questions given for the purpose of determining how carefully the books have been read and how well they have been understood. When a course has been properly completed, a certificate signed by the Commissioner of Education is issued to the reader.

3. To promote the education of boys and girls who have left school and of older persons. Two courses have been especially designed, a miscellaneous course for girls and a like course for boys, to be read by young people who have left school at an early age but are still at home.

4. To promote a closer cooperation of home and school by the organization of parent-teacher associations. At the inception of this division the names were obtained of 60,000 women living near to country and village schools who would be willing to assist in bringing about a closer relation between home and school. These women have distributed material regarding the organization of parent-teacher associations, have assisted in placing information on the care of babies in the hands of mothers of young children, and have helped in maintaining the interest of parents in the schools.

During the war the division extended its work to include several reading courses for soldiers in the camps. Since demobilization these courses have been continued for discharged soldiers in their homes.

The cooperation of the National Congress of Mothers and Parent-Teacher Association, through which this division had been maintained since 1913, became illegal on July 1, and the greater part of the work has had to be suspended. It will be taken up and continued as a part of the work of educational extension if Congress make an appropriation for this extension work. An effort will then be made to organize the work definitely in all of the States in cooperation with State departments of education, universities, and normal schools. In this way it can be made much more valuable than it has been. The response of the people to the opportunities offered by the bureau through this division of its work has been such as to demonstrate its very great possibilities of usefulness, and it is sincerely hoped that it can be continued.

RACIAL GROUPS.

During the year the work of the division has centered around activities connected with the war and the educational problems growing out of the war. The migration of Negroes from the South to northern industrial centers has produced an aroused interest in the needs of the Negro and his training for citizenship and for the economic responsibilities which are more and more coming to him. This interest has been shown by increased appropriations in many sections of the South for the education of Negro children, by conferences which have been called to consider these matters, and by an increased correspondence with the bureau concerning ways and means of meeting the enlarged demands.

During the war three men from this division were loaned for war activities. One man became an educational adviser to the Young Men's Christian Association in France in its dealings with the Negro soldier. Another was a supervisor under the Committee on Education and Special Training of the War Department. A third was used in the personnel section of the War Department to assist in the placing of Negro soldiers in the service of supplies.

The field work of the division has consisted in the study of Negro schools for the Alabama Survey and in making investigations in a number of schools in South Carolina, Georgia, and Florida. These investigations are recorded and are of use in answering the many and varied inquiries addressed to the Bureau of Education by organizations and individuals interested in the education and development of the Negro population of the country.

On July 1 the cooperation of the Phelps-Stokes Fund, by which the work of the Bureau of Education had been maintained since February, 1912, became illegal, and as Congress had made no appropriation for its maintenance the division was discontinued at a time when the need for it had been greatly increased by the spirit of racial unrest following upon the war.

SCHOOL HYGIENE AND PHYSICAL EDUCATION.

ANNUAL STATEMENT, 1918-19.

During the year 1918-19 the Division of School Hygiene and Physical Education has had the full-time services of one specialist in hygiene and physical education and one assistant, the part-time services of one special agent in schoolhouse construction and sanitation, the services for six months of a field agent for school health organization in cooperation with the Public Health Service, valuable expert and clerical assistance through the cooperation of the Child Health Organization of New York, and the cooperative services of several special collaborators.

The work of the division has included correspondence, office and research work, publications, attendance upon meetings of associations, addresses, conferences, surveys and investigations, special studies, and cooperation with other Government and voluntary organizations.

The correspondence of the division has been large and varied, covering all phases of school hygiene and physical education. The correspondence relative to schoolhouse construction and sanitation has been taken care of by the special agent in school sanitation, with offices at George Peabody College for Teachers, Nashville, Tenn. It has included help to school boards in planning school buildings, selection of sites, and criticisms of proposed plans submitted by architects.

The general office work has included preparation of memoranda for the commissioner; the examination and report upon manuscripts on school sanitation, health instruction, and physical education submitted for publication, about 25 in number; revision of manuscripts for publication, assistance to other divisions relative to hygiene and physical education, the preparation of special bibliographies, preparing and furnishing special information to responsible inquiries, indexing and filing correspondence, indexing and keeping the card catalogue up to date on the references in current literature for the various phases of school hygiene and physical education.

The specialist in school hygiene and physical education has attended and addressed a large number of meetings, including the National Education Association, American Public Health Association, National Child Labor Committee, Southern Sociological Congress, American Physical Education Association, the Missouri State Health Conference, and others. He has organized and held conferences in connection with meetings of the Department of Superintendence of the National Education Association and the American Physical Education Association.

The division, through the specialist and special agents, has taken part in the bureau's surveys of the school system in the State of Alabama and the city of Memphis. Their work has covered sites and buildings, health supervision, health instruction, and physical training activities. In addition, special field studies have been made in the organization of physical education and health work in the schools. School authorities have been conferred with and advised with respect to these matters. The special agent in schoolhouse construction has given personal aid to school boards in the following cities with respect to their building plans:

Five trips to Montgomery, Ala., to assist the county board of education in their extension building plan; Tuscaloosa, Ala., to advise the city board of education relative to a new high-school building; Bristol, R. I., for the same purpose; Helena, Ark., to make a survey of the school buildings, and Reno, Nev., to plan an educational building for the State university.

The specialist in school hygiene and physical education has prepared for the Biennial Survey a summary of important developments in education in hygiene during the biennium of 1916-1918; in cooperation with Dr. T. A. Storey, Bulletin No. 40, 1919, "Recent State Legislation for Physical Education," an analytical summary of the legislation in question and statement of principles giving such legislation; a preliminary report on "The Closure of Schools as a Means of Controlling Communicable Diseases" (in cooperation with the committee of the American Public Health Association).

The study of physical education in normal schools begun last year has been continued with an attempt to get reports from all normal schools on this phase of work. This is not intended for publication at this time.

In collaboration with Superintendent Grover C. Thames, of Magnolia, Miss., a study has been made by questionnaire of physical education in the State of Mississippi. This work is incomplete.

A complete study of the organization and conduct of school-health supervision has been outlined and begun. A preliminary tabulation and analytical study of the State laws has been completed. A questionnaire has been outlined for all cities of 2,500 and will be sent out in the fall. It is proposed to extend this inquiry to rural and village communities. The object is to get, at the end of the five-year period, as complete a picture as possible of the character and extent of school-health supervision throughout the country.

A study of janitor service in city schools has been begun in cooperation with the Division of City Schools.

Efforts have been made to cooperate with other governmental and voluntary agencies which have to do with school hygiene and physical education, with the ultimate object of coordinating as far as pos-

sible the forces and influences that touch the schools. Some effective cooperation has been carried on with the Public Health Service, Interdepartmental Social Hygiene Board, Boys' Working Reserve, Junior Red Cross, the American Physical Education Association, the Child Health Organization, National Antituberculosis Association, and others. The following special pieces of cooperation have been most noteworthy:

In cooperation with the Child Health Organization, the bureau has undertaken to direct the widespread interest in health incident to the war toward simple and practical methods of health teaching in the schools. To this end a Health Education Series, consisting of Classroom Weight Record and four pamphlets, has been published. The cooperation of 30 State superintendents and hundreds of city and county superintendents has resulted in a widespread use of this material. A number of large cities have adopted the plan as part of the irregular curriculum. Among these are Chicago, Kansas City, Mo., and Portland, Oreg. The program has aroused enthusiastic interest of many organizations, including the National Antituberculosis Association, the Federation of Woman's Clubs, the woman's committee of the Council of Defense, State health boards, the home demonstration agents of the Department of Agriculture, and others. Very important service has been rendered by such organizations in bringing this method of health education to the attention of communities, which, in turn, have made it possible for the school authorities to put the plan into effective use in the schools. The interest in the work is constantly growing as is indicated by the rapidly increasing numbers of inquiries and requests for material and assistance.

At the request of the Public Health Service the specialist in school hygiene was detailed to advise with the officers of the Division of Venereal Diseases of the Public Health Service relative to "plans for sex education and measures for securing the necessary cooperation of the educational systems of the country." The specialist in school hygiene has held many informal and a limited number of formal conferences with representatives of the Public Health Service for the purpose of making effective the terms of the detail. Under this arrangement conferences on sex education in the high school have been held in 12 cities: Philadelphia, Newark, New York, New Haven, Washington, Raleigh, Nashville, Cincinnati, Pittsburgh, Indianapolis, Detroit, and Rochester. Two of these the specialist attended personally. The object was to bring together for exchange of views and experiences, teachers and others who might have something to contribute. As a result there has been brought to light a good deal of intelligent sex education work in connection with home economics,

physical education, civics, and literature. The keynote has been the development of positive ideals of physical strength and vigor and social uprightness.

A series of pamphlets for high-school teachers has been planned, largely influenced by conference experiences.

As reported last year, a National Committee on Physical Education, consisting of representatives of national organizations, was formed for the purpose of encouraging legislation for physical education. The specialist in school hygiene and physical education served for some months as temporary secretary of this committee. At the request of the committee the Playground and Recreation Association of America established a new branch under the title of "The National Physical Education Service," with the specific object of furthering legislation for physical education. The specialist in school hygiene continues to act in advisory capacity to this organization.

THE UNITED STATES SCHOOL GARDEN ARMY.

Five years ago this bureau, through special act of Congress, began the promotion of school-directed home gardening. This work was confined to cities and towns, as earlier investigation had shown that the children of urban communities did not have educative or productive employment during the out-of-school hours and vacation periods. Although the original appropriation was small, the work proved satisfactory from the standpoint both of production and of education. When, under war conditions, the necessity for food production became urgent, the value of school-directed gardening was recognized by the President of the United States. In February, 1918, he allotted for use in the expansion of this work \$50,000 from the appropriation for the National Security and Defense.

In March, 1918, the United States School Garden Army was organized. This change in name did not alter the previous policy, but added to it a patriotic appeal. Two main purposes prompted the planning of the United States School Garden Army: (a) Increased food production and (b) training of school children in thrift, industry, service, patriotism, and responsibility, and giving them such first-hand knowledge of the forces and phenomena of nature and of plant and animal life as city children can not otherwise get.

To guide this new organization a director was appointed who was responsible for organization and administration of the work. The country was divided into climatic zones and five regional directors appointed. The regional directors were responsible for supervision of the work and the preparation of garden lessons adapted to their respective regions.

The army plan of organization was so simplified that it could be incorporated as a part of the regular school plan, and many schools enlisted their entire enrollment of children of garden age.

At the end of the fiscal year (June 30, 1918) 1,500,000 had enrolled in the United States Garden Army. Twenty-five thousand acres of previously unproductive home and vacant lots were under cultivation. Boards of education and superintendents of schools gave their hearty approval and cooperation. Civic, commercial, and patriotic organizations joined with parents in making the work a success. Letters of indorsement were sent out by governors of States and State educational officials. The work accomplished during the first few months was so successful that the President allotted \$200,000 for its continuation during the fiscal year ending June 30, 1919.

This allotment made it possible to enlarge the field force. Twenty-nine assistant regional directors were appointed. As it was impossible to secure immediately the required number of trained persons for this work, not all were appointed at the same time. The average period of service was seven and one-half months. The assistant regional directors were assigned to one or more States on the basis of city population and worked through the offices of the State superintendents of public instruction. In all cases State educational officials gave their full cooperation, and in many instances offices, equipment, and stenographic services were furnished by the State. Commercial, social, and patriotic associations continued to support the work of the United States School Garden Army. Through the active cooperation of many agencies it has been less difficult for superintendents of schools to obtain money to pay for the services of garden teachers and supervisors.

Manuals of lessons in gardening were issued for each region. Over 4,500,000 of leaflets and 750,000 manuals of garden instruction were sent out during the year. Our mailing list for leaflets, manuals, and directions for teaching these are 40,361 garden teachers, of which 36,558 are in the public schools and 3,803 in the parochial schools.

Moving pictures have been made of the Mary Heminway School Garden of Boston; the school-garden parade in Lexington, Ky.; gardening in Redlands, Calif.; and a three-reel film giving practical instruction in gardening. These films and several sets of lantern slides have had a wide circulation. A special assistant director gave visual instruction in gardening in 25 States. These were given in public and private schools, summer schools, normal schools, colleges, universities, chambers of commerce, women's clubs, and at meetings of the National Education Association and the Department of Superintendence of this association. Audiences varied from

a few dozen to two or three thousands. Over 300,000 persons have seen these films.

The amount of assistance and support given by the public press has been remarkable. Hundreds of newspapers, including metropolitan dailies of international prominence and little four-page papers of the smaller towns, have alike given generously of their space and editorial support. Garden lessons and garden stories have been published as daily and weekly features in the most prominent sections of the leading papers of practically every State in the union. The enormous total of 25 columns of space has been given by each of hundreds of papers.

News articles, ranging from one column to two and one-half columns in length, have been printed by many papers at frequent intervals throughout the spring and summer, and dispatches have been sent out through the medium of the Associated Press and the United Press.

In addition, many papers published in full the garden pageant entitled "The Victory of the Gardens," while others contained a mention of the pageant and its purpose. The pageant was made the chief feature of the closing exercises at many schools and colleges. Many playground associations have used the pageant at great play festivals in large cities.

Letters of commendation of our lessons and stories have been received from every section of the United States. Apparently food and children have once proved their inalienable right to be known as the "common denominators of mankind."

Up to the end of the fiscal year an enrollment of 1,813,552 was reported for 2,125 cities in the United States. Four hundred and nine cities have not yet reported enrollments, or the reports from these cities were in the hands of the assistant regional directors and have not yet reached this office. The island possessions of the United States and Alaska have an enrollment of 114,334, making the total enrollment 1,927,886 School Garden Army soldiers. Reports are still coming in, and it is fairly certain that the number of gardeners enrolled will reach two and a half million.

For three years one of the bureau specialists has been stationed in the South to make a demonstration of the plan for school-directed home gardening. Eight cities in southern Virginia, the Piedmont section of North Carolina, and in eastern Tennessee were selected. Teachers were employed by the local boards of education to work under the direction and supervision of the bureau specialist after school hours and during the vacation period. In 1917 3,315 children in these cities produced an average of \$10.15 worth of vegetables per child; in 1918 the number of gardeners was increased to 7,869 and the average per child was \$19.20; up to September 1 of the present

garden season the children of the same cities have produced an average per gardener of \$30.35. While it has been impossible to secure similar figures from a large number of cities, other noteworthy records of production per child are from Richfield, Utah, of 208 gardeners, with an average return of \$21.63; Fresno, Calif., with 3,100 children, an average of \$15.48.

On the basis of a money return of \$19.20 per child, the average for the 1918 garden season in eight southeastern cities, the total value of the products for the present garden year will reach approximately \$48,000,000. Many individual children gathered a harvest valued at more than \$100.

This plan of school-directed home gardening is of value not alone for its economic results, but it has a large beneficial influence on the life of the child. During the period of the war and reconstruction there has been a spirit of unrest manifested among public-school children. This unrest is accentuated during out-of-school hours, because such periods are largely loafing times for city and town children. The work of the United States School Garden Army in promoting school-directed home gardening has furnished some definite occupation that has made a patriotic appeal and has a definiteness to which the child can tie. Statistics have proven that children who have definite employment are less apt to commit juvenile court offenses and Garden Army members also cause less trouble during the school hours. The value of this work to education has been stated by one of the teachers in the Greensboro, N. C., schools as follows: "Three years ago I was not interested in school gardening, but now, after two years' actual experience teaching it, both in the classroom and as a supervisor, I find that gardening is the real, live subject in the school course. Through it the school and the home, the parent and the teacher are brought together, and it develops in the child those traits of responsibility and of stick-to-it-iveness as nothing else in the school course can."

SCHOOL BOARD SERVICE.

The results of an inquiry made by the Bureau of Education last October indicated that more than 50,000 schools in the United States were without teachers. It also indicated that more than 120,000 new and wholly untrained teachers had been drawn into the public schools of the country, mostly boys and girls barely ahead of the classes they were expected to teach. This unusual shortage of teachers was caused by the draft of men for the Army and of both men and women for industries connected with the war, also by the attraction of higher pay in all kinds of industries and commercial employments.

Calls from all parts of the country came to the Bureau of Education to help relieve this condition. To meet this most critical emer-

gency in our schools the President of the United States, under date of September 30, 1918, allotted \$25,000 from the appropriation for the national security and defense to the Secretary of the Interior, who authorized the Commissioner of Education to establish a School Board Service section in the Bureau of Education. The division continued its work until July 1, 1919. During the brief term of its existence it conducted a nation-wide publicity campaign in newspapers and magazines to mobilize the latent teaching forces of the country, called for reports of specific vacancies which this campaign could not fill otherwise, secured a registration of about 20,000 teachers of high grade and of special subjects, and responded to calls for teachers with as many as 15,000 nominations.

In preparation for more effective service it made a partial canvass of colleges, normal schools, and the better class of high schools of the country in order to develop a national directory of competent teachers whose names and credentials might be referred to school boards or heads of institutions reporting vacancies.

As a result of this campaign, it has in its files the records of 14,000 active and 7,000 passive registrants. By the designations "active" and "passive," respectively, is meant teachers who are desirous of changing their locations and those who care only to have their names in the directory.

Classifying these registrants in terms of academic training, it has a directory of nearly 16,000 college and university graduates (75 per cent of total number of names) and 4,200 special teachers—20 per cent of total—manual training, physical training, home economics, etc. (teachers holding not college degrees but diplomas of technical schools), and 1,050 teachers of rural and graded schools (5 per cent of total).

Cards abstracting the record of each of the 14,000 active registrants were made, and each such registrant has a folder in which his record and all correspondence pertaining to him have been placed. Cards and folders are arranged in exact alphabetical sequence.

The active cooperation of school officials throughout the country has been secured, and their cordial appreciation is evidenced in typical letters in the files. The division has responded to calls for teachers in all grades of schools—elementary, high, normal, technical, colleges, universities—and in every subject of the various curricula.

Since the allotment from the appropriation for the national security and defense would not be available after the end of the fiscal year, an estimate of \$40,000 for the continuation of this division through the fiscal year ending June 30, 1920, was submitted by the Secretary of the Treasury in the estimates for the sundry civil bill, but no appropriation was made by Congress, and the work of the division was discontinued on July 1. Estimates for its maintenance

through the remainder of the fiscal year have been submitted for the deficiency bill now pending in Congress. It is sincerely to be hoped that the amount estimated may be appropriated, since the emergency for which the division was created is little less acute than it was last year, and the need for the kind of service thus rendered by this division is a permanent one which can be met by no other agency.

COMMUNITY ORGANIZATION.

In order that the larger democracies of State and Nation may be effective, intelligent, virtuous, and free, and endowed with the powers of initiative and self-restraint, it is necessary that the final unit in these democracies, the little democracy of the local community, be also effective, intelligent, and free, possessed likewise of the powers of initiative and self-restraint, and that it have the ability to judge wisely of the acts of its representatives in legislative bodies and of its servants in administrative and judicial positions. It is necessary, therefore, that the local community be articulate and able to express itself so that it may be heard by other communities with which it is bound up in common interest. Local communities must also be able to act together for their economic, civic, and political welfare. To these ends the local community must be organized—for acquaintance, instruction, discussion, and cooperation—not on the basis of any class, party, creed, or economic condition, but on the basis of common humanity and citizenship. The meeting place of the organized community should be one in which all its members are equally interested and where all feel equally at home. This should not be a private house, a denominational church building, or the lodge hall of any secret society. The community should be large enough to give a feeling of solidarity and power, but not so large as to make community meetings and cooperation difficult.

The Bureau of Education has for several years been promoting community organization or community center work for the purpose of organizing school districts as communities and using schoolhouses as centers for meetings and for cooperative activities. The slogan has been, "Every community a little democracy; the schoolhouse its capitol." The bureau has avoided and on occasion opposed efforts to bring together other organizations or classes or occupational groups to serve as community organizations. It has also held that schoolhouses and, when desirable, other public buildings should be available for use by the people of the organized community as a right and not as a privilege by permission; that tax moneys should be used in the development and maintenance of community organizations and centers, and that community centers should be administered through responsible public officials.

In this work of the bureau several bulletins have been issued, a large and extensive correspondence has been conducted, and many addresses have been made to local, State, and National meetings and in educational institutions. The interest of city, county, and State school officials has been enlisted. Drafts of bills for State legislation have been prepared. Several State and National conferences have been held.

During the fiscal year for which this statement is made a conference of Federal and volunteer agencies of community organizations was held in connection with the meeting of the National Education Association at Pittsburgh. Two bulletins were prepared and printed: "The Discovery of America," and "Community Buildings as Soldiers' Monuments." The first was prepared for the use of the Treasury in the fourth Liberty loan campaign, and 300,000 copies were distributed. Of the second, 20,000 copies were distributed. A curriculum was prepared for a new department of social ethics and community organization in universities, colleges, and normal schools. Such a department has been established in the North Carolina State College for Women, and one of the bureau's specialists has conferred with the authorities of Columbia University, Harvard University, Simmons College, and George Peabody College for Teachers about the establishment of such a department in these institutions. Courses of lectures on community organization were given during the year in 12 universities, colleges, and normal schools, and more than 50 single lectures were given at local, State, and national meetings. Relations have been established with 42 States for the promotion of community organization, and outline plans for organization and suggested programs for meetings have been distributed.

A new development of the community organization during the year is its use for cooperative buying and selling and the use of community centers as points for collecting and distributing parcels. That this may be done effectively and at a great economic advantage seems now to have been definitely proven by experiments conducted for communication between the community centers in the District of Columbia and other centers near-by in Maryland and Pennsylvania. In these experiments the Post Office Department and this bureau are cooperating.

The use of the public school buildings of Bridgeport, Conn., in the fall of 1918 for industrial adjustment demonstrates the widening possibilities of community organization and the use of school-houses as community centers. The plans for this use of the Bridgeport school buildings was worked out by the Bureau of Education in cooperation with the public school authorities of that city, the specialist in community organization being detailed for that purpose at the request of the War Labor Board.

EDUCATIONAL EXTENSION.

Educational extension work in some form, through which instruction, training, and inspiration to better and more intelligent living may be brought to the masses of the people, both youth and adult men and women, who are denied the direct benefits of the schools of higher learning, has long been popular in the United States and has done much to raise the general level of intelligence, efficiency, morality, and idealism of the people. The debating society, the lyceum, the Chautauqua, the fair and exposition, the reading circle, the study club, the circulating and traveling library, the correspondence school, the community center, the educational moving picture, agricultural extension and farm demonstration work and university extension work have all had their place and played their part so well that most of them continue to grow in popularity and power. The growing recognition of the value of the various forms of university extension work is indicated by the fact that in the last five years the appropriations for the support of this work in colleges and universities have more than doubled and the number of students has increased more than threefold.

University extension work, other than in agriculture and home economics, is now carried on in some form in 42 States, and in other States plans are being made for beginning it. Nearly one-half of the State universities carry on extension work as an integral part of their service to the States in which they are located and which support them. The annual expenditure for this work is now more than one and a half million dollars. Approximately 120,000 students are enrolled for work in college courses in classes and by correspondence. Two million persons are reached by extension lectures and five and one-half millions by visual instruction in the form of moving pictures, stereopticon slides, and exhibits. Nearly a million are reached by debates and discussions, and 300,000 by extension institutes and by conferences. From their very nature some of these extension education agencies must remain independent and go their own way undirected by any organized public agency, but many of them are capable of being brought together for cooperation and for direction in a way which will make them much more effective than they can ever be, working apart and undirected.

To effect such cooperation and to give such direction constituted the purpose of the Educational Extension Division of this bureau, which was created in December, 1918, and maintained until the end of the fiscal year with an allotment of \$50,000 from the President's funds for the national security and defense. For many years the American Library Association, the National University Extension Association, and societies interested in visual instruction, organiza-

tions interested in the promotion of reading and discussion among the people, those interested in community organization, and many other societies had been asking for such help from the bureau as could be given best by such a division. After we entered the war these requests became more insistent, particularly the requests from the National University Extension Association, which several times sent committees to interview the Commissioner of Education, and finally the Secretary of the Interior. It was in response to the requests of this association that the division was finally established.

The main purposes of this division have been—

1. To serve as a clearing house of information on methods of and materials for educational extension and to advise educational extension agencies.

2. To salvage for general and permanent use educational extension methods and materials created and collected by the Government in the war emergency.

For the purpose of these functions the division was organized in four sections, corresponding to the main avenues of extension service already established in many of the States:

1. Extension Teacher.

2. Public Discussion and Library Service.

3. Community Center Service.

4. Visual Instruction.

During the six months of its existence the division distributed to the States some of the many Federal documents, war education courses, and motion-picture films available in the several departments in Washington and gave valuable aid to State universities by distributing data on the methods and activities of the different bureaus. The division sent out statistical data, budgets for extension divisions, digests of educational bills; made available selected "package libraries" for the open-minded, impartial study of such questions as "Government ownership and operation of railroads," "Government control of prices," and "Reconstruction work." It also promoted Americanization by gathering the experience of individuals and societies that had been working among foreigners and making that experience available in summaries to universities and departments of education.

Through the visual instruction section of the division 25,000 stereopticon slides and more than 6,000,000 feet of moving-picture films have been collected, and approximately 4,000,000 feet of films have been edited and distributed to the extension divisions of universities and colleges and State departments of education, and are now in use by them. Among the reels sent out are: Camouflage in Modern Warfare; The Work of the American Engineers; Lumbering in France; Military Communication; Sports and Entertainments for

Soldiers; Transportation of Men and Supplies; The Care of the Wounded; Modern Ordnance; Chemical Warfare; Feeding the Army; Air Service; Keeping the Army Well; Road Building; Mammoth Copper Mines; Come Clean, a dental hygiene film; Making the Desert Bloom; Communications on the Battle Front; The Way Out and Holding On, two films on the rehabilitation of crippled soldiers; Treatment of War Wounds; Work of the United States Coast Guard. Most of these films were produced by the Army War College, the Surgeon General's Office, The Ordnance Bureau, and other bureaus of the War Department, the Committee on Public Information, and other governmental agencies. Arrangements have been made with the National Automobile Chamber of Commerce by which the bureau will have its assistance in producing for distribution films illustrating the value of good roads and methods of road building. The value of this service is indicated by the fact that reports made to this bureau show that already 3,000 schoolhouses have projecting lanterns. School men and women all over the country are asking for help in getting suitable motion picture films.

For the use of the colleges and universities in 33 States maintaining an information and library service this division served as a clearing house and sent out nearly 15,000 pieces of material on current topics to be included in package libraries to be lent to clubs, societies, and individuals; publications of the United States Government were brought to the attention of extension workers; comprehensive bulletins in mimeographed form were sent out on the following subjects: Adult Education; A Survey of Public Discussion Work in the States; Exhibit of United States Publications; Budget for Public Discussion Bureaus, Package Libraries, and Club Service.

Directory service was maintained for 18,000 public libraries, through which these libraries were constantly informed about valuable information of publications issued by the administrative departments of the Government. In Library Service, a publication issued at irregular intervals, attractive and intelligible accounts were given of the work of the following Government departments: Agriculture, Commerce, Labor, Treasury, and Interior.

Particular attention was given to the distribution of material valuable in such Americanization work as can be done best by university extension agencies, and about 11,000 pieces of Americanization literature, of concrete and specific value in planning courses in teaching immigrants, were sent to extension agencies interested in this work. Among these were valuable publications on the teaching of English, prepared by the Massachusetts extension department; publications of the California State commission on immigration and housing; publications of the extension division of Iowa, for work among young people in school and college; a publication of Reed

College, showing results of surveys of American cities in regard to illiteracy, foreign-born population, and other significant items.

A statement of the work of the Community Center Service section of this division is included under the title "Community Organization," elsewhere in this statement, together with the statements of the other community organization specialists of the bureau, with whom specialists in this section cooperated.

Near the close of the fiscal year contracts were made for the preparation of manuscripts on the following subjects relating to educational extension work as promoted and served by this division of the bureau: Class extension work in university extension; organization and financing of correspondence departments in universities and colleges of the United States; correspondence-study work in universities and colleges of the United States; public discussion and information service through university extension; university extension in the United States, its history, progress, theory, and practice; the use of Government resources by libraries; the visual method in group teaching; visual instruction in the United States; distribution and exhibition of materials of visual instruction; the application of commercial publicity and advertising methods to the work of university extension. Most of these manuscripts have now been delivered and will be recommended for publication as bulletins of the bureau.

Educational extension is an organized effort to give to all people who will accept them some of the advantages enjoyed by a very small per cent of the people who are able to attend the institutions of higher learning and profit by their intramural work.

The need for the fullest possible support of such an effort and opportunities for its success on a very large scale are far greater now than ever before in this or any other country, as is clearly indicated by the following facts, and it is to be hoped that ample means may be provided for it:

1. There are now in the United States more than 4,000,000 discharged soldiers, one-half of whom were overseas and all of whom have had impressed upon them in many ways the importance of education. It is a matter of common knowledge that these men, nearly all of them young, are eager to take advantage of all available information for instruction in things pertaining to their vocations, to citizenship, and to general culture. Few of them will or can go to college; practically none of them will enter the ordinary public high school. They are too old for this. Some, but comparatively few, will find their way into special vocational schools and part-time classes in industrial plants. A great majority of them must depend upon such opportunities as can be provided by extension education.

2. The shortening of the hours of labor and the recent increase of wages have given to millions of working men and women time and

means for self-improvement far beyond anything which such men and women have ever known before in this or any other country. The closing of the barrooms throughout the United States has relieved large numbers of them from the temptation to spend their leisure time and their money in various forms of dissipation connected with the barroom. Everywhere these working men and women are eager for instruction, both for improvement in their vocation and for better living and more intelligent citizenship. Not only do they take advantage of such opportunities as are offered them by the organized agencies of education, but in many places they undertake to provide opportunities for themselves on their own time and at their own expense. Few of these have had any schooling beyond the elementary grades.

3. Among the foreign-born population in the United States there are many, both of those who have taken out their citizenship papers and those who have not, who, though able to read and write in English and are otherwise fairly well educated, know nothing of our country, its history, its ideals, the form and spirit of its Government, of the agricultural and industrial opportunities offered in various parts of the country. Much might be done for them through educational extension work.

4. Within the last few years millions of women have been given the franchise and now have all the privileges, responsibilities, and powers of actual citizenship. The adoption of the 19th amendment to the Constitution of the United States will add to these millions millions more. When these women become voters, they will, by their ballots or otherwise, determine wisely or unwisely the policies of municipalities, States, and the Nation. They are conscientious; they realize they need instruction as to the duties and responsibilities of active citizenship and help toward an understanding of the many complex and difficult problems which by their ballot they will help to solve. Through their clubs and various other organizations educational extension workers can do much for them.

5. There are in the United States approximately 12,500,000 boys and girls between the ages of 16 and 21 who are coming to their majority at a time when, in order to make a living and assume the responsibilities and duties of life and citizenship, more knowledge and training are needed than ever before. Two and one-half millions of these attain their majority each year; less than one-eighth will graduate from high school; only a little more than one-fourth will have any high-school education. But a large per cent of them would take advantage of opportunities offered them for further instruction, either in class or by correspondence. Still more of them might be induced to do systematic reading under direction or to attend instructive and educational lectures. Such opportunities

for their instruction might easily be organized on a large scale as a part of educational extension work.

An estimate of \$100,000 for the continuation and support of the bureau's Division of Educational Extension was submitted, to be included in the sundry civil bill. Seventy-five thousand dollars was recommended by the Senate committee, and \$50,000 was voted in the Senate, but this went out in conference. It is sincerely hoped that the full amount of \$100,000 will be included in an early deficiency bill. I would also recommend that Congress make a large appropriation to enable the Federal Government to cooperate with the States in the more adequate support of educational extension work, which should be done as a rule through the State universities. The amount so appropriated should be at least as large as that appropriated by the Smith-Lever Act for cooperation with the States in the promotion of extension education in agriculture and home economics, and, as in the case of this act, on condition that the States duplicate the amount received from the Federal Government.

AMERICANIZATION.

The cooperative agreement between the Secretary of the Interior and the National Americanization Committee of New York, made May 2, 1918, for the purpose of enlarging as a war measure the work which this bureau had been carrying on since April, 1914, with the help of that committee was continued until March 4, 1919, on a budget of approximately \$100,000 a year and with a corps of 36 specialists, assistants, and clerks. Among the immediate objects of this work, as set forth in the 1918 Statement of the Commissioner of Education to the Secretary of the Interior, were the following:

1. To give the immigrant better opportunities and facilities to learn of America and to understand his duties to America.
2. To unite in service for America the different factions among the several racial groups and to minimize in each race the antagonism due to old-country conditions.
3. To cement the friendships and discourage the enmities existing among races and to bring them together for America.
4. To bring native and foreign-born Americans together in more intimate and friendly relations.
5. To give native-born Americans a better understanding of foreign-born Americans.
6. To develop among employers a more kindly and patriotic feeling toward foreign-born workmen.
7. To encourage the foreign-born Americans to assist in the work of Americanization and to develop a more patriotic feeling toward the work in which they are engaged.

8. To develop the school as the center for Americanization work for all alike.

For the maintenance of this work two sections of this division were maintained until March 4, one in Washington and another in New York, with offices in the Chemical Building at 29 West Thirty-ninth Street. The section in Washington was charged particularly with the promotion of education of foreign-born residents in this country through classes in schools and industrial plants and in connection with social organizations—a continuation of the work which the bureau had been doing for several years under the title of “Immigrant education.”

The personnel of the New York office included editors, research specialists, translators, racial advisers, and clerks. The racial advisers were men of such ability and character and such general knowledge, both of America and of their own people in this country, as to gain for them the confidence of a large number of their fellows. Such advisers were appointed for the Armenian, Persian-Assyrian, Greek, Italian, Jewish, Russian, Polish, French, and English racial groups. Through these racial advisers the office and the commissioner were constantly advised as to the general conditions and needs of persons of these racial groups in this country, of their attitude toward the work of Americanization, the ideals and policies of the Government, and of the best means of reaching them with instruction. They also served as messengers for the bureau, holding conferences of their people, speaking in their lodges and public gatherings, translating material for publication in their foreign-language papers, etc. The work of this section of this division was that of getting the various racial groups in the United States intelligently united behind the American war policies and to induce them to become active participants in war programs, preparing them for a fundamental understanding of citizenship, familiarizing them with the Government's war activities, provisions, and needs through war information centers, industrial plants, racial societies, and the foreign-language press, bringing together foreign and native-born residents and employers and employees through the American and foreign press, and securing active cooperation of other Government agencies through which foreign-born residents would be reached.

General conferences of from 20 to 60 representative men of several racial groups were held by the commissioner in New York, and one conference of representatives of more than 30 racial groups was held. Many similar conferences were held by the director of the New York office. More than 100 men of different races were organized into small permanent conference groups, each of which held frequent meetings at the New York office. These men were valuable in helping to work out a sound policy and program of racial relations

and in carrying our message to their own people through conference lectures, articles in the foreign-language press, and by participating in local activities.

Many articles on Americanization were prepared for publication in the English and foreign-language papers and in the house organs of nearly 500 industrial plants. These articles were accepted by papers having a total circulation of more than 5,000,000. The policy, already begun, of appointing Americanization committees composed of both foreign and native born citizens in industrial plants was continued until more than 800 such committees had been appointed and were actively at work. Many of these rendered a very valuable service. The division cooperated constantly with the National Council of Defense, the Liberty Loan Division of the Treasury, the Ordnance Bureau, and the Provost Marshal General's Office of the War Department, and with many other governmental agencies. In mid-summer the "Americanization Bulletin," the title of which was later changed to "Americanization," was begun. It was continued through the fiscal year.

For the fuller support of the Americanization work of the bureau \$18,000 of the allotment of \$150,000 made by the President for the continuation of the publication of *School Life* and general educational extension work was set aside on January 1, 1919. With this fund the work of the bureau was augmented until March 4 and then continued on a much smaller scale until the end of the fiscal year. When this part of the allotment from the President's fund was set aside for this purpose, a director of Americanization was appointed and five expert community organizers were placed in the field, as follows:

At Albany, N. Y., in charge of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, and New York.

At Toledo, Ohio, in charge of Michigan, Ohio, Indiana, and West Virginia.

At Chicago, Ill., in charge of Minnesota, Wisconsin, Illinois, Iowa, and Missouri.

At Philadelphia, Pa., in charge of New Jersey, Pennsylvania, Maryland, Delaware, and the District of Columbia.

In all of the above States, with the exception of Maine and Minnesota, which have not yet been reached, these regional directors made their contact with State officials, heads of State organizations, men and women of large influence, and others. In every State they urged legislative action and were most helpful in a number of instances in having sane legislation provided. They appeared before legislative committees, large State gatherings, and other meetings. They presented the problem to the governors of the various States and secured their sympathetic support for effective legislation.

Nine of the above States have taken some definite legislative action in Americanization, either creating an official charged with the task definitely or placing the work in the hands of some commission or bureau. In view of the fact that education is a fundamental part of Americanization, we have recommended that the work within the States be placed in a branch of the State department of public instruction, but that there be recognition of the fact that Americanization is broader than mere education through books.

In two States the Department of the Interior has named State committees, composed of two representatives of powerful State bodies of various sorts, whose duties are, first, to try to secure State legislative action; and second, to see that the necessary work of Americanization in such States does not go by default pending legislation. In four other States tentative lists have been compiled for the appointment of similar committees.

In all of the States the regional directors eliminated duplication and in many cases friction existing among the agencies at work. They brought about a better understanding of the problem. They made the acquaintance of the key men and women of the State, so that in every State there could be quickly set-into motion the machinery of Americanization under the common and definite program.

Although we have tried to avoid entering into particular community projects until the States were first properly organized, yet we have been called into a number of large community undertakings. Some communities, like Toledo, for instance, are organizing the agencies of their city most effectively for a real program of work. Funds have been provided from various sources, classes are being organized in the schools and in the factories, and a program put under way which harmonizes entirely with the plans of the division. In such cities our regional directors were very helpful and in some instances, we believe, saved the cities from mistakes which might have been disastrous to the work.

In the Washington office since January 1 a large amount of the material on Americanization which had accumulated in the bureau has been filed, classified and digested. Mimeographed brochures covering various phases of Americanization, bibliographies, statistics, etc., have been prepared and distributed.

A national conference on Americanization was held in Washington May 12 to 15 and was attended by more than 400 of the leading experienced workers of the country. For the first time the social, the educational, the industrial, and the racial workers met together to consider their common problem. Out of the proceedings of this conference, which were published as a bulletin of the bureau and widely distributed, the director of the division is preparing a textbook on Community Work in Americanization.

As a result of the work of this division of the bureau, the country has obtained a broader and clearer conception of what Americanization means, and its importance has been greatly emphasized. Several States have enacted laws and made appropriations for teaching English and other subjects to foreign-born residents in the public schools and elsewhere. Numerous societies have been organized for the promotion of Americanization work, and many more organized for other purposes have adopted some form of Americanization work as a part of their program. In the 20 Northeastern States, in which are found most of the foreign-born population of the country, a definite and practical program could be quickly initiated and the great State agencies easily mobilized to carry it into effect if sufficient funds were at the command of the bureau for that purpose. Left entirely to their own resources, Americanization work by the States and communities will, no doubt, continue in the future as in the past to be sporadic and largely ineffective. The time has come when this work should be undertaken by the Federal Government and the States on a scale comparable to the magnitude of the task and the issues at stake. This can be done if the bill now pending in Congress is enacted into law. This bill would provide an annual appropriation of \$14,250,000 for a period of seven years for the teaching of foreign-born residents of the United States to speak, read, and write the English language, or giving them instruction in American geography, history, institutions, and life and ideals, and for the teaching of adult illiterates and near illiterates to read and write and to give them instruction in the beginnings of arithmetic and other subjects necessary for intelligent life and work.

Near the end of the fiscal year, contracts were made for studies and reports on the following subjects: Methods of teaching illiterates; State Americanization; Methods of teaching English to the foreign-born; Training teachers for the foreign born; Progress of education of persons of foreign birth; Community Americanization. Several of these have already been delivered and recommended for publication as bulletins of the bureau. Others will be so recommended as they are received and approved.

PERIODICAL PUBLICATIONS.

To enable the bureau to reach a much larger number of those persons who are directly interested in its work than can be reached through the very limited editions of its reports, bulletins, and leaflets, near the beginning of the fiscal year was begun the publication of two journals: (1) *School Life*, a 16-page semimonthly journal, of each edition of which approximately 40,000 copies are mailed to universities, colleges, normal schools, State, county, and city

school officers and to libraries and to newspapers; (2) the Americanization Bulletin, the title of which was later changed to "Americanization," a monthly journal of 16 pages, which began with an edition of 10,000 copies, which was increased to 22,000 to meet the growing demand for it by societies and individuals directly interested in the work of Americanization. In December the bureau took over School Service, a semimonthly paper of from 16 to 24 pages, which had been published since early in the fiscal year by the Committee on Public Information, for the purpose of giving teachers and pupils information as to the progress of the war and the more important activities of the Federal Government. This publication was continued by the Bureau of Education until May; 650,000 copies of each number were printed and mailed to all the public and private schools of the United States in quantities sufficient to give one copy to each teacher. After the middle of the year the bureau took over Library Service, a publication which had been begun by the Food Administration and has continued its publication at irregular intervals. The purpose of this publication is to give public libraries constant information about the organization, the activities, and the publications of the various administrative department, bureaus, and boards of the Federal Government. For this information there is great demand, and librarians everywhere have expressed themselves as greatly pleased with this service. The publication of School Life, Americanization, and the Library Service is continued, but it is impossible to continue School Service without a special appropriation of not less than \$150,000 a year. Since the very important tasks of giving to children in the schools reliable information about the progress of the world and of creating in them an intelligent interest in the affairs of the Government can not be performed half so effectively by any other agency, it is to be hoped that the means may be furnished at an early date for its revival and continued publication.

COOPERATIONS DISCONTINUED.

The clause in the legislative appropriation bill of 1917, which became effective July 1, 1919, makes it illegal for any governmental official or employee to receive any salary in connection with his services as such official or employee from any source other than the Government of the United States, except as may be contributed out of the treasury of any State, county, or municipality, and forbids any person, association, or corporation to make any addition to or in any way supplement the salary of any Government official or employee for services performed by him for the Government of the United States. Therefore, the cooperation of the Phelps-Stokes fund, through which for more than seven years this bureau had

made very valuable studies in the field of Negro education; the cooperation of the National Kindergarten Association, which had assisted the Bureau of Education in its work of promoting kindergarten education; the cooperation of the National Congress of Mothers and Parent-Teacher Associations, through which the Home Education Division of the bureau had been maintained since May, 1913, and the cooperation of the Child Health Organization of New York, which had for a year been very helpful to the bureau in promoting health instruction and the care of the health of children in schools, were automatically discontinued on that date. The kindergarten work, the work of the Division of Home Education, and the work of promoting the care of the health of children in the schools are reduced in efficiency until such time as Congress shall make good by larger appropriations the loss of this outside assistance.

The Division of Negro Education, or the Division of Education of the Negroes and Backward Races, as it had come to be called, has been wholly discontinued at a time when the need for this work is very great. It is to be hoped that the bureau may soon be enabled to take up this work on a much larger scale and continue it until the more important problems of this very difficult part of the task of public education shall have been solved.

Another loss to the bureau through this law, and one more difficult to supply, is that of the expert services of a number of able men, masters in their particular subjects, who hold positions as professors in such private institutions as Harvard University, Yale University, Columbia University, the University of Chicago, Leland-Stanford University, and the George Peabody College for Teachers, and who, without additional pay except the nominal sum of \$1 per year, were giving the bureau services of a character which it could otherwise obtain only by paying salaries to its own specialists much larger than the Government scale will permit. Congress might do the country and the cause of education a very great service by so amending this law as to permit this and other Government bureaus to accept limited services from such men in particular lines of work at nominal salaries.

ALASKA.

During the year the field force of the Bureau of Education in Alaska consisted of 3 superintendents, 3 acting superintendents, 121 teachers, 8 physicians, and 11 nurses. Sixty-five schools were maintained, with an enrollment of 3,700.

In October, 1918, following the line of steamship transportation from Seattle, influenza broke out in the coast towns of Alaska and rapidly spread to the interior settlements. Furnishing medical relief to the

native races of Alaska is a duty of the Bureau of Education, but in the great emergency created by the epidemic the bureau could not, by itself, effectively cope with the situation. Governor Riggs, therefore, as executive head of the Territory, accepted the responsibility of directing the fight against the disease and took immediate, energetic, and effective action to check its ravages among the native races of Alaska, as well as among the white people.

The Surgeon General of the Public Health Service authorized Governor Riggs to employ physicians and nurses and to purchase medicines. As a sufficient number of doctors and nurses could not be had in Alaska, 19 physicians and 3 nurses were secured in the State of Washington and sent to southern Alaska on the naval collier *Brutus*. All of the bureau's physicians, nurses, superintendents, and teachers were placed at the governor's disposal and rendered zealous service in fighting the epidemic in the native villages. White people throughout the Territory cooperated heartily. The assistance of the Red Cross was also secured.

The epidemic was especially severe in the Nome and St. Michael regions, where it resulted in the death of at least 850 natives, more than 150 children being left orphans. Among the victims of the epidemic were Mr. Walter C. Shields, who for many years had been superintendent of the work of the bureau in northwestern Alaska; Dr. Frank W. Lamb, physician in charge of the bureau's hospital at Akiak; and Mrs. Harriet T. Hansome, assistant teacher at Hydaburg.

In May, 1919, influenza made its appearance among the Eskimos in the Bristol Bay region and among the Aleuts at Unalaska. As in the previous epidemic vigorous measures were at once taken to combat the disease, the Navy Department sending the *Unalga*, the *Bear*, the *Vicksburg*, and the *Marblehead*, with physicians and nurses, to the stricken districts. In the Bristol Bay region the epidemic caused 440 deaths and in the village of Unalaska 45 deaths. An orphanage is being erected at Kanakanak, in which the bureau will care for about 150 of the destitute orphan children.

In 1911 the bureau entered upon the policy of encouraging the establishment in native villages of cooperative enterprises, financed by native capital and conducted by the natives themselves, under the supervision of the teacher of the local United States public school. Such enterprises are now in successful operation in nine villages in widely separated regions, each of which is bringing prosperity to the village in which it is located. Conspicuous among the undertakings is the Metlakatla Commercial Co., on Annette Island, in southeastern Alaska, which was organized in 1916 with a capital of \$2,295 and 30 shareholders. The auditing of the affairs of the company in January, 1919, showed a capital of \$21,140 at that date and a net profit of \$13,721. The number of stockholders had increased to 156.

The returns to the natives of Metlakahtla from the Annette Island Packing Co., having fish-trapping privileges within the reserved waters adjacent to Annette Island and permission to erect and operate a cannery on Annette Island, amounted during the season of 1918 to \$70,252 for fish royalties, trap fees, labor, and lumber purchased from the local sawmill.

The gratifying results from the lease entered into with the Annette Island Packing Co. at Metlakahtla led to the adoption of similar policy at Tyonek, in southwestern Alaska. For several years canneries and packing companies have provided the natives at Tyonek with fishing equipment and purchased the fish caught. Under this arrangement the Tyonek natives never realized more than \$4,000 in a season. Under a lease entered into during January, 1919, with a Seattle capitalist, granting him the privilege of operating a saltery and a fish trap within the Tyonek reservation, the annual income to the natives from royalties and wages paid will be about \$10,000.

Congress appropriated \$75,000 for the support of the medical work of the bureau among the natives of Alaska during the fiscal year, 1918-19. Eight physicians and 11 nurses were employed; hospitals were operated by the bureau at Juneau, Nulato, Kanakanak, Akiak, and Kotzebue; the hospital at Haines was maintained in co-operation with the Woman's Board of Home Missions of the Presbyterian Church. Materials for use in erecting a hospital building at Noorvik, in Arctic Alaska, were shipped from Seattle in June. As heretofore, all teachers in settlements remote from a hospital, physician, or nurse were supplied with medicines for use in relieving less serious illness. The policy of receiving native girls for theoretical and practical training as nurses, inaugurated at the Juneau hospital in 1918, has been successfully pursued.

Reports from the reindeer stations for the past year have not yet been received. Assuming that there has been the usual net increase of 20 per cent in the number of reindeer during the year, there should be approximately 145,000 reindeer in Alaska, June 30, 1919. The magnitude and value of the reindeer enterprise have rendered necessary the employment of an expert in animal industry, who has proceeded to northern Alaska, where he will carefully study the prevention and treatment of disease among the reindeer, as well as scientific breeding, herding, butchering, and marketing.

On account of the vast extent of the Territory of Alaska, with its villages scattered at intervals along thousands of miles of coast and on its great rivers, the taking of the census of Alaska is an undertaking of great difficulty. Through its superintendents, physicians, and teachers located in all parts of the districts and with facilities for reaching the remote settlements, the bureau will cooperate with

the Bureau of the Census in taking the 1920 census of Alaska. Mr. W. T. Lopp, superintendent of education of natives of Alaska, will, as expert special agent, be in charge of the entire work of the Alaska census.

ANNUAL REPORT AND BIENNIAL SURVEY.

As announced in previous statements, this bureau no longer makes an annual report in the extended form of former reports, but makes a very brief annual report of from 100 to 150 pages, and the more extended Biennial Survey in two volumes—one volume containing an interpretive survey of the progress of education in the United States and all other culture countries, the other volume containing a summary of educational statistics for the United States. A copy of the annual report was submitted in October, as required by law, and was printed. All copy for the Biennial Survey should have been ready by January 1. However, because of lack of clerical help and of labor and time-saving devices in the Statistical Division, much of it was still unfinished at the close of the fiscal year, June 30. This unavoidable delay in the publication of the Biennial Survey greatly reduces its value. It is earnestly recommended that the equipment and clerical assistance necessary to enable the Statistical Division to do this work on time and to render the assistance to all other divisions necessary for the greatest efficiency of the bureau be provided at once. There is now in the bureau much valuable statistical material, collected at considerable cost, which can not be put into shape for printing until this is done.

WAR WORK.

All of the divisions of the bureau continued to do a large amount of war work until the armistice was signed and after, as indicated in the statements of the work of the several divisions. It should also be stated that the bureau cooperated with the War Industries Board in passing on applications of States, counties, and cities and boards of trustees of colleges and universities for permission to erect school buildings and to issue bonds for the same.

NEED FOR LARGER APPROPRIATIONS.

The appropriations for this bureau have never been adequate for the work it should do and for which it was established. The inadequacy is now greater and more keenly felt than ever before. With the ending of the war and the beginning of reconstruction and the new era upon which we are entering a very large part of our educational systems must be reconstructed, and the need is apparent for undertaking on a large scale forms of education the need of which

we were unconscious of until, as by lightning flash, the exigencies of war called our attention to it.

Much of this new work can be promoted effectively only by the generous cooperation of the Federal Government with the States, and there is need of a liberally-supported national agency to inspire, guide, and direct wisely in every reconstruction effort, to the end that our systems of education may be adapted to the accomplishment of all their ends, individual and social, economic and civic and cultural, State and national.

I therefore beg leave to submit again, with modifications and additions, the recommendations previously submitted.

RECOMMENDATIONS.

1. An increase in the salaries of chief clerk, editor, statistician, specialist in land-grant college statistics, specialist in higher education, and other specialists, and the removal of the limit on amount of salaries which may be paid from the lump-sum appropriation for rural education, industrial education, and school sanitation and hygiene and for other purposes. The duties of these positions require the services of men and women of such kind and degree of ability as demand salaries much larger than are now paid in this bureau.

2. An assistant commissioner and a private secretary to the commissioner at salaries large enough to obtain competent persons in both places. The duties of the office make it necessary for the commissioner to visit distant parts of the country and to be absent from the office frequently many days at a time, and the details of the work of the office of the commissioner have increased to such an extent that he has little time for the more important work of formulating policies of the bureau and performing the more important duties which can not be performed by assistants. There should be an assistant commissioner to carry on the work in the office during the absence of the commissioner and to relieve him of much of the routine of office work, and a private secretary for the performance of the ordinary secretarial duties necessary to permit the commissioner to do his work effectively.

3. An assistant editor. The editorial work of the office has increased more than sixfold within the past seven years, and it must increase still more within the next few years. It is now impossible for one editor to perform satisfactorily all the required editorial work. The more careful editing of the reports and bulletins of the bureau which this addition to the editorial staff would make possible would save each year in the cost of printing much more than the salary of an assistant editor.

4. A specialist in foreign and domestic systems of education and an assistant in foreign systems of education. This bureau is undertaking to keep the people of the United States informed as to all important progress in education and in methods of teaching in all countries of the world. The radical revolution in education in most countries which will follow the making of peace and which has already begun in several of the more important nations makes it imperative that this work be done thoroughly and well; if it is not, the educational interest of this country will suffer great and irreparable loss. It can not be so done without the additional assistance indicated.

5. Two additional collectors and compilers of statistics. Material for prompt and reliable statistical reports can not be had by this bureau without occasional visits to State and city education offices and the first-hand study of their returns. For the progress of education in the United States and for such an understanding of State and local systems of education as will promote the desired degree of uniformity, it is very important that this bureau shall, in cooperation with State and city school officers, devise and execute plans for greater uniformity in reporting and assisting the several States in making their reports more comprehensive and complete. This is not possible with the small force the bureau now has for this work.

6. A comparatively large increase in the number of clerks, stenographers, copyists, laborers, and messengers to do the work of the bureau as it is now organized, and a still larger increase to do such additional work of this nature as may be made necessary by any enlargement that may be made in the staff of specialists.

7. An appropriation of \$10,000 to equip the bureau with modern labor-saving devices. For the want of such devices the clerical work of the bureau is greatly retarded.

8. An increase of appropriation for traveling expenses for the commissioner and employees acting under his direction. This is necessary to enable them to make original investigations in education in different parts of the country and to disseminate information by meeting with educational associations and other societies interested in education. Without funds sufficient to pay necessary traveling expenses, the bureau can not do its work effectively and must constantly be open to the charge of giving help where expenses can be paid rather than where help is most needed. The act which established the bureau requires that it disseminate information in regard to education and that it assist the States in the establishment of better school systems. Both these, as well as the investigations necessary for the acquiring of knowledge of education, require the frequent presence of the commissioner and other members of the bureau in all parts of the

country. The current appropriation of \$75,000 for travel is entirely inadequate.

9. For the printing of the annual report of the commissioner and the bulletins and circulars which should issue from the bureau each year there should be available not less than \$100,000. The growing importance of education in our national life, the large expenditures for schools and other agencies of education, the increasing extension and differentiation of education to meet the new and increasing needs of industrial and civic life have created a demand for such information as is contained in these publications in many and widely varied fields of education. From no other source can this demand be supplied than from this bureau, and from this bureau it should be met as fully as possible. This will require the printing of a large number of bulletins each year, and many of these should be printed in much larger editions. The limit of 12,500 copies for any edition of a bulletin should be removed, so that it may be printed in such numbers as in the judgment of the Secretary of the Interior may be necessary. Fifty or a hundred thousand school officers can not be supplied from an edition of 12,500 copies of a bulletin on a subject in which they are all equally interested.

10. Additional specialists in higher education, including education in universities, colleges, schools of technology, schools of professional education, and normal schools. The constant and increasing demands from these schools for the help of the bureau in making surveys and for advice as to their reconstruction and better coordination are larger and far more numerous than the bureau can meet with its present force. There is special need of an able man, familiar with agricultural education and the problems of Negro education in the South, to devote his entire time and attention to the colleges of agriculture for Negroes in the Southern States. Such a man might easily make the use of the \$1,200,000 by these schools, of which \$282,121 are appropriated by the Federal Government, from 25 to 50 per cent more valuable than it now is.

11. A much larger appropriation for the division of school-directed home gardening. The proper education of many millions of children, and even the possibility of their attending school at all during the years in which attendance at school is most valuable, depend to a very large extent upon the general adoption of the work which the bureau is promoting through this division. It is very important that there should be in the bureau a sufficient number of specialists in this subject to visit all cities, towns, and manufacturing villages in the country, advise with their school officials and teachers, and assist in directing the work of teachers until the plan is well enough understood and there are enough trained teachers so that the work in any city or town may go on without outside direction, or until

the several States have made provision for the direction of the work from their offices of education. The enactment of child-labor laws prohibiting the employment of children under 14 years of age in mills, mines, and quarries must result in enforced idleness of hundreds of thousands of boys and girls and in unnecessary hardships to them and their parents unless there be found for them some form of suitable employment economically profitable and at the same time educational. Results obtained through home and school gardening confirm the belief that both economically and educationally this is one of the very best forms of employment for children between the ages of 8 and 14 years. Results of the increased work of this division made possible by an allotment from the appropriation for the national security and defense of \$50,000 for the last quarter of the fiscal year ended June 30, 1918, and an allotment of \$200,000 for the last fiscal year show most clearly its value for production and education. If this work can be continued on this scale for a few years more it is believed that it will come to be recognized as an essential part of the school work of cities, towns, and industrial villages, thus enriching the educational life of boys and girls of these communities by an element otherwise impossible for them.

12. An increase in the number of specialists and assistants in rural education and industrial education. The few specialists now employed in these subjects are wholly unable to do more than a small part of the work needed. States are asking for expert advice in regard to school legislation and the improvement of their school systems. States, counties, and local communities want comprehensive and detailed school surveys. There is need and demand for such general and authoritative studies of school administration, courses of study, methods of teaching, and adaptation of the work of the schools to the life and needs of the communities which they serve as can be made effectively only by a large group of men and women of the best ability working under the direction of the Federal Government. The passage of the Federal vocation act—the so-called Smith-Hughes Act—and the creation of the Federal Board for Vocational Education relieves the Bureau of Education to a certain extent of responsibility in regard to vocational education in certain classes of schools and for certain classes of persons, but at the same time it emphasizes the importance of the work which the bureau should do for vocational education in other schools and for other classes of persons and adds in large measure to its responsibilities in regard to these subjects.

13. The addition of two or three specialists to the division of commercial education for the investigation of problems of commercial education and to assist in making plans and finding means for the preparation of our young people for participation in the larger com-

mercial life upon which the country is now entering. The rapid expansion of the foreign commerce of the United States, because of the war and for other reasons more permanent, makes the needs of this division more pressing than when it was first recommended some years ago.

14. More adequate provision for the investigation and promotion of school sanitation and hygiene and the physical education and development of pupils. More than 20,000,000 children spend a good part of their time each year in public and private schools in the United States. They come to these schools that they may gain preparation and strength for life. In many of the schools the heating, lighting, ventilation, and other means of sanitation are so poor that instead of gaining strength for life they have the seeds of disease and death sown in their systems. In many other schools the daily regimen is such as to cause the children to lose a very large per cent of that which they might gain with a better regimen. From State, county, and city school officers, in all parts of the country, thousands of requests come to the bureau for information and advice in regard to these matters. The bureau should be able to give accurate information and sound advice regarding various phases of this subject. The establishment of health and right health habits and the best types of physical education must be considered most important and vital factors in any education that is to fit for life. Provision for such games, plays, drills, and other exercises as will develop physical strength, bodily control, and endurance is essential to the schools of any nation that would maintain for all its citizens a high degree of preparedness for the duties both of peace and of war. Facts revealed by the physical examination of volunteers for the Army and the Navy and of selected men in the Army show most clearly the need for this service.

15. The addition of several specialists and assistants in the division of city-school administration for the investigation of problems of education and school administration in cities and towns. The drift of population to the cities and towns continues, and the proportion of urban population to rural population is increasing rapidly. Almost one-half of the children of the United States now live in cities, towns, and densely-populated suburban communities. In some sections of the country a very large proportion of these children are the children of foreign-born parents. All this adds to the complexity and difficulty of the problems of city-school administration, especially in the larger cities. Many hundreds of requests for advice and information in regard to these problems come to the bureau every year. Within the last few years requests have come to the bureau for comprehensive educational surveys in dozens of cities, and many other cities have appealed to other agencies for work of this kind because

their superintendents and boards of education knew that this bureau was not equipped as it should be to do this work. If the right education of the 12,000,000 children who live in cities is a matter of interest to the Nation as a whole, then this bureau should be enabled to do effectively those things which no other agency can do to assist the school officers and teachers of these cities in making the work of their schools more effective. The large and increasing number of requests for comprehensive surveys of city-school systems and for advice and assistance in the readjustment of courses of study and in regard to other phases of city-school administration make it necessary for the bureau to be able to do the work of this division more effectively if it is to retain the respect of school officers interested in this very large and important part of our school system as a reliable and effective agency for information, advice, and assistance.

16. The establishment of a division with specialists and assistants for the investigation of the education of exceptional children. There are in the United States more than 2,000,000 children whose education requires means varying widely from those in common use for the education of normal children. This includes subnormal children, the deaf, the blind, the crippled, the incorrigible, the diseased, and those whose superiority, general or specific, makes it desirable that they be given special opportunities in particular subjects or for general promotion. These children are to be found in cities, towns, and rural communities alike, and all school officers and teachers have to deal with them. The Bureau of Education can not be considered as performing its duties to all the population with impartiality until it has in its service men and women who can give accurate information and helpful advice in regard to the education of these children.

17. A careful and thorough investigation as to the means of better education of children in their homes and the dissemination of information as to the best methods for the early physical, mental, and moral education of children in the home and for the better cooperation of home and school in the education of children of school age. Children of the United States are in school less than 4 per cent of their time from birth to 21. The home is the primary and fundamental educational institution. Schools and other agencies are only secondary. If education in the home fails, no other agency can make good the failure. With our changing civilization and social and industrial life, there is need for more careful study of education in the home. The cooperative arrangement with the National Congress of Mothers and Parent Teacher Association, by which work of this kind had been maintained on a small scale until the 1st of July of this year, is no longer legal. Congress should make an appropriation sufficiently large to enable it to be con-

tinued and largely extended. If an appropriation is made for educational extension, as recommended elsewhere, this work might well be included with that.

18. Provision for the investigation of the education of adult illiterates and the dissemination of information as to the best methods of teaching illiterate men and women to read and write and of extending the meager education of those who were denied the advantages of the schools in their childhood and youth. According to the census of 1910, there were in the United States more than 5,500,000 illiterate men and women and children over the age when they may be expected to make a beginning in the public schools, and there were many millions more barely able to read and write. This illiteracy is a burden to society and a menace to State and Nation. Within the past few years much interest in the removal of this burden has developed, and from all sides come requests for assistance of many kinds from this bureau. The response to the little attention which this bureau has been able to give to this subject indicates that States, local communities, individuals, and benevolent societies are ready to cooperate heartily with the Federal Government in any reasonable plans which may be devised and presented for this purpose.

19. The work of instructing persons of foreign birth in the English language and in the geography, history, ideals, industrial requirements, and manners and customs of our country—the work generally known as Americanization—is so very important that it should be promoted, both by national and State aid. There are in the United States between thirteen and fifteen millions of persons of foreign birth. Of these approximately 5,000,000 can not read, write, or speak the English language, and approximately 2,500,000 of them can not read or write in any language. Such a large proportion of our population unassimilated constitutes a constant menace. With a sufficient appropriation to assist in paying the salaries of teachers and State and local supervisors and funds for a staff of experts under its immediate direction, the Bureau of Education could promote effectively this work of Americanization, so vitally important to the strength and welfare of the Nation. The passage of the bill now pending in both Houses of Congress for the appropriation of \$14,250,000 a year for seven years for the purpose of enabling the Federal Government through this bureau to cooperate with the several States in this and in the teaching of native-born illiterate men and women would have results of incalculable value. It is sincerely hoped that this bill may become law.

20. The value of stereopticon and stereoscopic slides, moving-picture films, and phonographic records in school instruction and for extension education through community organizations, women's clubs, and other societies is well established, and there is need and an

increasing demand for a central agency for the production and circulation of such slides, films, and records. The Bureau of Education, in cooperation with State and city departments of education and institutions of higher learning, might render an invaluable service in this field at small cost. The eagerness with which university extension divisions and other educational extension agencies have responded to the bureau's offer of cooperation in the obtaining and distribution of five or six million feet of films, mostly war and public-health films, indicate what might be done with an adequate appropriation for this purpose.

21. The value of and need for community organization, especially in rural communities, become constantly more apparent, and interest in the subject has extended to all parts of the country. The experience of three years has shown that such organization can be promoted most effectively by the Bureau of Education in cooperation with State departments of education. A community organization in every school district in the United States and their Territories and possessions would be incalculably valuable for the period of reconstruction following the war. It is therefore recommended that the personnel and equipment of the bureau for this work be largely increased. If the appropriation recommended for the Division of Educational Extension in the bureau is made, this work of community organization should be included under it.

22. The immediate establishment of a division of educational extension to continue and expand the work begun in the last half of the last fiscal year by the bureau, with an allotment of \$75,000 from the President's fund for the national security and defense. Interest in educational extension work has grown rapidly within the last few years and results already obtained show conclusively its value. The special need for such work now and for the next few years is indicated by the following facts: (1) That of the 4,000,000 recently discharged soldiers, nearly all of whom are eager for opportunities to extend their education for vocational efficiency, for citizenship, and for general culture, few can go to college, and fewer still will enter ordinary high schools, and practically all must depend on such opportunities as the educational extension agencies may offer; (2) that millions of laboring men and women now having shorter hours and receiving larger pay than ever before are eager for opportunities for instruction, especially in things pertaining to economics, civic rights and duties, and better living; (3) that millions of women recently enfranchised, or now about to be endowed with the right of suffrage by the ratification of the Nineteenth Amendment of the Constitution of the United States, are eager for opportunities for instruction in regard to forms of government and civic and political problems; (4) that millions of foreign-born men and women among

us, both of those who have taken out citizenship papers and those who have not, although able to speak, read, and write the English language; need to be instructed in regard to the geography, history, ideals, manners, and customs and industrial and economic opportunities in this country; (5) that two and a quarter million boys and girls are every year attaining their majority and entering the ranks of active citizens with the right of suffrage at a time when the problems of active citizenship are more numerous, complex, and difficult than ever before in our history, and that few of these have had any adequate instruction in the principles of democracy and in regard to the vital problems with which they must deal. Less than one-third of them have had any high-school education and less than one-eighth have graduated from a high school. To respond effectively to the opportunities and needs for extension education thus indicated will mean much for all the economic, civic, and cultural interests of the country. Not only should Congress make an appropriation for the maintenance of a division of educational extension as herein suggested, it should also, I believe, make liberal appropriations for cooperation with the States in promoting extension education in health, trades and industries, civic duties, and general culture, compatible to the appropriations now made for cooperation with the States in extension education in agriculture and home economics.

23. An annual appropriation of \$25,000 to enable the Bureau of Education to continue and enlarge its work of studying the problems of the education of Negroes in the United States and the education of backward peoples in the Territories and possessions of the United States. The adaptation of the means of education to these people involve many difficult problems to the solution of which comparatively little attention has been given, but without whose solution much of the money expended from both public and private sources for schools and other means of their education will be lost and their development and progress greatly retarded. When an appropriation is made for the reestablishment of the Division for the Education of Negroes and Backward Peoples the man recommended in section 10 of these recommendations to give his entire time and attention to the colleges of agriculture for Negroes in the Southern States might well be attached to this division instead of to the Division of Higher Education.

24. An appropriation of \$40,000 a year to enable the Bureau of Education to continue the School Board Service Division, established and maintained through the last half of the fiscal year with the help of an allotment from the President's fund for the national security and defense, for the purpose of assisting boards of education of city and country schools and boards of trustees of universities, colleges, normal schools, and technical schools in finding teachers of the grade

and kind that are sought from the country at large rather than from local communities. The emergency for the relief of which this division was established is now and will remain for several years almost as great as it was before the signing of the armistice and the beginning of the return of men from the Army and of men and women from the industries connected with the war. The great industrial development which must follow the establishment of peace and the unusually high wages paid in the industries will continue to attract many teachers from the schools, and even when conditions have become more normal there will still be great need for the service which only such an agency as this can render.

25. Means to enable the bureau to cooperate with schools of education in colleges and universities, with normal schools, and with city and county school systems in making important investigations and definite experiments in elementary and secondary school education under scientific control. There is as much need for scientific experiments in education as there is for such experiments in agriculture or engineering. Although we are spending annually many hundreds of millions of dollars on public education, we have little accurate and definite knowledge about the value of various forms of education and methods of teaching, and we can have little more until provision is made for such scientific experiments as are here indicated. With a comparatively small amount of money the bureau might obtain the cooperation of individuals, institutions, and boards of education in making important investigations and experiments in education not otherwise possible without much larger expenditures.

26. Means to enable the Bureau of Education to cooperate with State and county school officers in establishing and maintaining model rural schools for the purpose of demonstrating the value of such forms of rural school organization, management, courses of study, and methods of teaching as may appear to be most desirable to be incorporated in the rural schools of the several States and communities of the United States. A bill appropriating \$275,000 a year for this purpose is now pending in the Senate. Its passage would, within a few years, add much to the effectiveness of the rural schools of the several States.

27. A larger appropriation to enable the Secretary of the Interior, in his discretion and under his direction, and with the advice and cooperation of the Public Health Service, to provide for the medical and sanitary relief of the Eskimos, Aleuts, Indians, and other natives of Alaska. Careful investigations made with the cooperation of the Public Health Service some years ago showed the necessity of immediate provision for the care of the health of the natives of this Territory and for the eradication of communicable diseases now

prevalent in different sections of the Territory which, if not put under immediate control, will soon destroy the lives of many of these people and spread among the white settlers. To do what is needed will require an annual appropriation of not less than \$125,000. The appropriation for the education of natives in Alaska should be increased to not less than \$300,000 to enable the bureau to more fully equip some of the schools and to establish schools in several villages in which none have yet been established, and where there are no agencies for the civilization and the care of the natives, and to enable the bureau to care for and properly educate the large number of orphans whose parents died during the epidemic of influenza last fall and winter.

28. The time has come when the natives in all parts of Alaska should be assisted and directed in the establishment and development of industries of their own which will give them remunerative employment through much of the time in which they are now more or less idle, and by which they may make for themselves a better support and gradually take over the larger part of the cost of their own schools and medical attendance. The success of the reindeer industry in the northwestern part of Alaska and of cooperative stores, fish canneries, sawmills, and other industries in southeastern Alaska show clearly the importance of such assistance. Ten thousand dollars a year judiciously expended for this purpose through the next 10 or 15 years would finally save hundreds of thousands of dollars to the Government by making these people more competent to care for their own needs.

29. For the work which the bureau now does more room is needed, and still more will be needed as its staff of experts and clerks is increased. There is now need for more and better arranged space for the bureau's library, which is increasing from year to year. The Nation needs an educational museum, a kind of perpetual educational exhibit, in which there may be found at any time, properly arranged and catalogued, typical courses of study, samples of school furniture, and equipment of all kinds, specimens of school work, plans and photographs of buildings and grounds, and whatever else may be helpful in enabling students of education and school officers and teachers to gain an accurate and comprehensive knowledge of purposes, methods, and results of education in this and other countries, and assist them in forming ideas for the improvement of their own schools and school work. This museum should, of course, be under the direction of the Bureau of Education and should constitute an essential part of its equipment. The work of the Federal Board for Vocational Education, of which the Commissioner of Education is a member, is so closely related to that of this bureau that it would add to the efficiency both of the board and of the bureau if

they were housed in the same building, so that they might have easy access to the same library and communicate easily with each other; and there are other important activities of the Government which could be carried on more effectively under the same conditions. I, therefore, renew the recommendations contained in previous statements that plans be considered at once for the erection of a building that will afford ample room for the work of the bureau and allied activities of the Government, house the bureau's library, and furnish ample room for such collections of materials as those mentioned above. It would, I believe, be entirely proper that such a building be erected in memorial of the patriotic services rendered by the schools and their teachers and pupils during the great war, and these teachers and children might well be permitted to contribute to the cost of the building.

Respectfully submitted.

P. P. CLAXTON, *Commissioner*.

The SECRETARY OF THE INTERIOR.

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Library
(Whole Number 400)

STATEMENT
OF THE
COMMISSIONER OF EDUCATION
TO THE
SECRETARY OF THE INTERIOR

FOR THE FISCAL YEAR
ENDED JUNE 30
1912

J. S. [Signature]





STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

FOR THE FISCAL YEAR

ENDED JUNE 30

1912



STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, September 3, 1912.

SIR: I have the honor to submit the following statement of the operations of this office for the fiscal year ended June 30, 1912.

DIVISION OF HIGHER EDUCATION.

The work of this division for the year has proceeded along four lines—routine statistical work, the preparation and publication of special bulletins or circulars, the supervision of the finances and administration of the land-grant colleges so far as these are related to Federal funds, and the field work of the two specialists in the division.

The results of the collection of statistics and other data relating to colleges, universities, technological schools, professional schools, and normal schools are presented in the annual report of the Commissioner of Education. There have been prepared, also, the annual bulletin giving the segregated statistics of State universities and other institutions of higher education partially supported by the State, and a pamphlet giving the "Federal laws, regulations, and rulings affecting the land-grant colleges of agriculture and mechanic arts." A tentative, proof-sheet circular of classification of universities and colleges with reference to the bachelors' degrees was also issued in a limited edition. The investigations made in preparation for the latter circular have continued through the year incidentally with other work, in anticipation of the issue of a revised edition as originally contemplated.

The two specialists of the division have carried on without interruption their inspection of the finances, organization, and administration of institutions receiving Federal aid under the acts of Congress of 1862, 1890, and 1907. Forty institutions were visited, several of them for the first time. Irregularities in the application of these Federal grants have been discovered and steps taken for remedying them promptly, as, for example, in the case of five States which are receiving on their investment of funds arising from the land grant

less than the 5 per cent required by the act of July 2, 1862. The results of this close inspection demonstrate anew the wisdom of the policy of active personal supervision. The reports required to be made by institutions receiving Federal aid under the acts of Congress of August 30, 1890, and March 4, 1907, were duly received and examined by this office and it was found that, with the exception of a single State, the expenditures had been made for the purposes specified in the acts.

The field work of the specialist in higher education has expanded in a gratifying manner. By the terms of an agreement made in November, 1910, with the National Association of State Universities, he has this year devoted a large part of his time to a study of the State university problem, inspecting the equipment, organization, and work of 16 State universities, and preparing a report upon each. Along with these visits to State-supported universities, nine privately endowed colleges and universities, in every case by their own request, have been examined by the specialist with a view to making helpful suggestions to them as well as bettering his knowledge of their aims and efficiency. The State of Oregon through its department of public instruction, in accordance with an act of the legislature in 1911, asked and received the services of the specialist as an expert in standardizing the colleges and universities of that State. The State of Virginia, after a similar investigation at the request of the Virginia Education Commission, received a detailed report upon the five institutions of higher education receiving financial support from that Commonwealth. A large extension of these opportunities to serve the States and their institutions in this advisory capacity may be expected.

DIVISION OF SCHOOL ADMINISTRATION.

During the year the division prepared four chapters and a portion of a fifth chapter in the Commissioner's annual report; 19 legislative circulars, one each week, were issued during the winter months, giving an account of the educational matters passed upon by the various State legislatures then in session; also 7 city circulars treating various subjects of immediate interest to city school administrators. The subjects of these circulars are: "Comparison of the educational provisions of the present and of the proposed 'Gaynor' charter of New York City;" "Vacation schools—regular school work;" "Industrial education in Cincinnati;" "Changes made in the public-school systems of certain cities;" "Digest of State laws, school board regulations, and judicial decisions relating to high school fraternities;" "Abstracts from New York City report, 1911;" "Dental inspection and instruction in oral hygiene." Three bulletins were completed, one of which deals with city school systems, one with State school systems, and another with both State and city

systems. The subjects of these bulletins are as follows: "Teachers' certificates issued under general State laws and regulations;" "A study of expenses of city school systems;" "A comparison of urban and rural school statistics."

The division continued its cooperation with various national and State agencies for the promotion of educational administration. Together with the Committee on Uniform Records and Reports of the Department of Superintendence of the National Education Association, the bureau has been able to initiate an important and far-reaching movement in the keeping by the several school systems in the United States of uniform school records, fiscal and attendance, and in the uniform reporting of the same. The final report on this subject was adopted by the Department of Superintendence in February, 1912, and it now remains for the bureau to promote the general adoption of the forms as drafted. The division has taken an active part also in securing wider recognition among the various States of the higher classes of teachers' certificates. This work, which is carried on in cooperation with the conference of chief State education officers, is not yet completed.

The division has also kept in close touch with the work of the Committee of the National Education Association on Teachers' Salaries and Cost of Living, and has prepared considerable material for its use. Close relations with the Department of Superintendence of the National Education Association have made it possible for the division to serve more adequately the needs of the members of the association.

The number of city school reports, rules and regulations, directories, and other city publications in the office files is greater than ever before. A card catalogue of all of them has been made, and approximately 125 of the more important and representative city reports have been carefully indexed upon cards classified by subjects for use in answering inquiries and in the preparation of publications of the bureau. The complete file of State reports, bulletins, and directories, of school and session laws, and of such codes as are not in the Land Office library, which is easy of access, is also worthy of note. The division is more fully prepared than ever before, as far as its equipment is concerned, to carry on all forms of investigation which involve State, city, or rural public school administration.

DIVISION OF SCHOOL HYGIENE AND SANITATION.

This division was created by an order of October 19, 1911. The purpose set forth in the establishment of the division included the following:

1. To furnish to all who seek it information regarding the sanitary construction of school buildings.

2. To bring together at the bureau information relating to school hygiene and sanitation and to render this information accessible to school authorities and all others interested.

3. To gather and prepare for publication information concerning the hygienic condition of school buildings and grounds throughout the country.

4. To conduct all correspondence referred to it wherein advice and information are sought on matters of school hygiene and school sanitation.

5. To prepare bulletins on such special topics as the commissioner may from time to time direct.

6. To direct such cooperative investigations as shall be made in connection with the bureau on matters relating to the hygiene of school children.

7. To compile and send out bibliographies on special topics in school hygiene, school sanitation, and medical inspection.

8. To assist in any other work connected with the bureau which the commissioner may see fit to assign to the division.

The work undertaken and thus far accomplished by this division is as follows:

1. It has answered all correspondence referred to the bureau relative to the construction of school buildings, both public and private, and its help has been sought by school boards and school officers in general from many parts of the country. Accordingly, aid has been given by advising in the planning, location, and construction of school buildings of all kinds.

2. Extensive annotated bibliographies on the following topics have been compiled and sent out on the request of teachers, school officers, and others interested:

The hygiene of child development.

Medical inspection of school children.

Medical inspection methods in the United States.

Medical inspection records.

Open-air schools and classes: Costs, plans, and results.

Playgrounds: Selected list of references.

Rural school grounds.

Sanitary science and public health education.

School gardens: United States.

Schoolhouses.

School hygiene.

The school janitor.

Schoolrooms: Color schemes.

Sex instruction of school children.

3. A comprehensive plan has been undertaken to prepare an annotated card index of all the most important literature available in the library of the bureau and elsewhere bearing on questions of school

hygiene and school sanitation and other topics having to do directly with the health of school children and with school architecture.

4. The division has undertaken to prepare, in connection with the Fifteenth International Congress on Hygiene and Demography, to be held in Washington the latter part of September, 1912, an exhibition on school hygiene. This work has required much labor and extensive correspondence, but a creditable exhibition is now assured.

5. An intensive survey of the hygienic condition of rural schoolhouses and premises in two selected counties in each of 19 States has been completed. This survey was made with the cooperation of the State superintendents, the county superintendents, and the rural teachers. More than 3,300 personal letters and inquiries were sent out, and the returns from these have been collated and interpreted. The results of this study will be published later in the form of a bulletin.

6. A plan for cooperation has been effected with the various State boards of health, so that the bureau receives all current publications of these boards, and in return is furnishing them, through this division, with such special information as they may severally seek.

7. A special attempt has been made through the cooperation of competent architects from different parts of the country to prepare miniature models of country schoolhouses, made up in "knockdown" form, so that duplicates of these may be made and forwarded to school authorities in order to introduce better types of country school buildings.

8. The chief of the division has made personal investigations into the hygienic conditions of schools in various parts of the country, has counseled with school boards and school officers, and has delivered numerous public addresses on various topics of school hygiene and sanitation.

9. Bulletins are in course of preparation on the following topics:

- (a) The rural schoolhouse and its environment.
- (b) Bibliography (annotated) of school hygiene and school sanitation.
- (c) Medical inspection of school children.
- (d) Some types of new American schoolhouses.

DIVISION OF RURAL EDUCATION.

This division was created by an order of November 1, 1911, to have charge of the investigation of problems relating to rural schools. It was placed under the immediate supervision and direction of the Commissioner, with the assistant in rural education in charge as acting chief.

Since its organization the division has devoted the larger part of its energies to an investigation concerning the status of rural education in the United States, information being secured through pub-

lished school reports, State documents, and by personal inspection of rural schools. A report is being prepared which will give the results of the investigation. The division is collecting information relative to the best rural school work in the country. It has affiliated with it 37 special collaborators, each appointed at a nominal salary, to co-operate with the division in keeping it in touch with the best things being done in rural education. These collaborators are all persons whose work is directly connected with rural education, either in State departments of education, normal schools, or as county superintendents, and they are widely distributed throughout the country. Several of them are making special studies for the division of some phase of rural education, the results of which will be published by the bureau if they prove to be of sufficient national interest and value to warrant publication.

The division assisted in the preparation and revision of manuscripts for several publications. They include:

- Teaching language through agriculture and domestic science.
- Training courses in the United States for rural teachers.
- The readjustment of a rural high school to the needs of the community.
- The Farragut (Concord, Tenn.) Agricultural High School.
- The Wake County (N. C.) school farm movement.
- The Georgia Rural Sociological Club of the Athens Normal School.
- The Wisconsin County training schools for rural teachers.
- Industrial supervisors in rural schools.
- The status of rural supervision in the United States.
- An educational survey of Montgomery County, Md.

EDITORIAL DIVISION.

The following publications were issued during the year 1911-12:

Annual Report of the Commissioner of Education for 1911.

Annual statement of the Commissioner of Education to the Secretary of the Interior for the fiscal year ended June 30, 1911.

Bulletin of the Bureau of Education:

- 1910, No. 5. American schoolhouses.
- 1911, No. 2. Opportunities for graduate study in agriculture in the United States.
- 1911, No. 2 (supplement). Undergraduate or collegiate courses in agriculture.
- 1911, No. 3. Agencies for the improvement of teachers in service.
- 1911, No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore.
- 1911, No. 5. Age and grade census of schools and colleges.
- 1911, No. 6. Graduate work in mathematics in universities.
- 1911, No. 7. Undergraduate work in mathematics in colleges of liberal arts and universities.
- 1911, No. 8. Examinations in mathematics in the United States.
- 1911, No. 9. Mathematics in technological schools of collegiate grade in the United States.
- 1911, No. 10. Bibliography of education for 1909-10.

Bulletin of the Bureau of Education—Continued.

- 1911, No. 11. Bibliography of child study.
- 1911, No. 12. Training of teachers of elementary and secondary mathematics in the United States.
- 1911, No. 13. Mathematics in the elementary schools of the United States.
- 1911, No. 14. Provision for exceptional children in public schools.
- 1911, No. 15. The educational system of China as recently reconstructed.
- 1911, No. 16. Mathematics in the public and private secondary schools of the United States.
- 1911, No. 17. List of publications of the United States Bureau of Education available for distribution.
- 1911, No. 18. Teachers' certificates issued under general State laws and regulations.
- 1911, No. 19. Statistics of State universities and other institutions of higher education partially supported by the State.
- 1912, No. 1. A course of study for the preparation of rural school-teachers.
- 1912, No. 2. Mathematics at West Point and Annapolis.
- 1912, No. 3. Report of the committee on uniform records and reports.
- 1912, No. 4. Mathematics in the technical secondary schools of the United States.
- 1912, No. 5. A study of expenses of city school systems.
- 1912, No. 6. Agricultural education in secondary schools.
- 1912, No. 7. Educational status of nursing.
- 1912, No. 8. Peace Day (May 18). Suggestions and material for its observance in the schools.
- 1912, No. 9. Country schools for city boys.
- 1912, No. 10. Bibliography of education in agriculture and home economics.
- 1912, No. 11. Current educational topics, No. 1.
- 1912, No. 13. Influences tending to improve the work of the teacher of mathematics.

Library circulars—Monthly record of current educational publications:

- 1912, No. 1. January 15.
- 1912, No. 2. February 15.
- 1912, No. 3. March 15.
- 1912, No. 4. April 15.
- 1912, No. 5. May 15.

Miscellaneous publications:

- Federal laws, etc., affecting land-grant colleges.
- Definition of terms used in fiscal schedules.
- Rules and regulations regarding the Alaska school service for the natives of Alaska.
- Rules and regulations regarding the United States reindeer service in Alaska.
- Report on education of the natives of Alaska and the reindeer service, 1910-11.

The following documents have been prepared and were in the hands of the printer at the close of the fiscal year:

Bulletin of the Bureau of Education:

- 1912, No. 12. The Dutch schools of New Netherland and colonial New York.
- 1912, No. 14. Report of the American Commissioners on the Teaching of Mathematics.

Bulletin of the Bureau of Education—Continued.

- 1912, No. 15. Current educational topics, No. II.
- 1912, No. 16. The reorganized school playground.
- 1912, No. 17. The Montessori system of education.
- 1912, No. 18. Teaching language through agriculture and domestic science.
- 1912, No. 19. Professional distribution of college and university graduates.
- 1912, No. 22. Public and private high schools.
- 1912, No. 23. Special collections in libraries in the United States.
- 1912, No. —. Bibliography of the teaching of mathematics.
- 1912, No. 26. Bibliography of child study for the years 1910-1911.

In addition to its work in connection with the publications listed above, the editorial division has prepared and distributed a series of multigraph circulars containing information suitable for educational periodicals and for the educational departments of newspapers. This is in pursuance of the statutory function of the bureau to collect and diffuse educational information. The service has been highly appreciated, and the circulars have been widely published, thus reaching a large and important class of readers who never see the formal documents of the bureau. The editions of the latter are limited by law to 12,500 copies, and with such numbers only an exceedingly small proportion of the people of the United States can be reached directly. By selecting suitable portions of those documents, however, and preparing them for publication by the periodical press, it has been possible to increase a thousandfold the circulation of facts which are important for the people to know. The circulars are not confined to matter from the printed documents, although the latter form the basis of the majority of the items distributed. Important occurrences in any part of the educational field are noted, and especial attention is paid to events in Europe which might influence American educational conditions.

A new series of documents has been begun during the past year, namely, a monthly record of current educational periodicals, prepared by the library division. The circulars are issued for the benefit of librarians and others who desire to keep abreast of current educational literature. The favor with which they have been received shows that they supply a real need.

To a greater extent than heretofore the editorial division has, during the past year, aided authors in the preparation of manuscripts. This has included the collection and preparation of material as well as editorial work proper, and the scope of the work of the division has thus been considerably enlarged. Labor-saving machines have been installed for addressing and folding documents, and these have made it possible to extend largely the number of circulars distributed.

STATISTICAL DIVISION.

The Commissioner's annual report for 1911 includes educational statistics collected, tabulated, and summarized by this division. Reports were received from—

- 10,234 public high schools.
- 1,979 private high schools.
- 477 summer schools.
- 363 manual and technical training schools.
- 600 commercial schools.
- 388 negro schools.
- 115 State reformatories.
- 53 institutions for the blind.
- 130 institutions for the deaf.
- 45 institutions for the feeble-minded.

In addition to tabulating the above 14,384 returns, the division made a special tabulation of 10,068 public high-school returns, which, together with the statistics of private high schools, will appear in detail in a bulletin now in the hands of the printer. To obtain this material it was necessary to send out 42,881 schedules in separately addressed envelopes, second and third requests being necessary in thousands of cases. In addition, a special inquiry concerning the teaching of agriculture was sent to 3,937 high schools. Also a special request was sent to 14,000 public and private high schools to obtain lists of teachers and pupils, which work, including the receipt, arrangement, and classification of the returns, consumed at least one month's time of the entire division.

In addition to sending out the 60,818 requests mentioned above, the division prepared the mailing slips for about 9,000 copies of the annual report, writing about 18,000 addresses.

The work of preparing special statistics in answer to correspondents has been unusually heavy during the year, requiring on the average all the time of one clerk.

LIBRARY DIVISION.

With a view to extending the sphere of usefulness of this division, the attention of educators throughout the United States was recently called to the resources of the bureau library, and a general exposition made of the ways in which it may be of service—by the loan of its books when not immediately required for official use, by bibliographical guidance, and otherwise. The many responses already received to this offer reveal an opportunity for continued profitable extension of library service to students of education and teachers in both city and country. Our records show that during the year 665 volumes were loaned for use outside the office.

The annual accessions were as follows: Volumes and pamphlets, by gift, by exchange, and by purchase, 1,581; serial publications, 5,374 numbers; periodicals, 7,770 numbers. Receipts from the Library of Congress by transfer, under section 59 of the copyright act of March 4, 1909, aggregated 3,943 volumes, mainly school and college textbooks for incorporation in the special collection of this literature now under formation.

The number of volumes catalogued was 10,572, which includes many sets of city school reports. A total of 353 bibliographies was compiled, and numerous letters of inquiry answered.

The division prepared during the year a classified and annotated "List of publications of the Bureau of Education available for free distribution" and a "Bibliography of education in agriculture and home economics," for issue as bulletins, and beginning with January, 1912, compiled for publication as a library circular a monthly record of current educational publications.

CORRESPONDENCE DIVISION.

The amount of mail matter handled during the year has been greater than at any time in the history of the bureau. There were received 45,543 letters, and the bureau distributed 197,530 copies of its publications. Under the system of returning to writers letters requesting publications or information that could be supplied by printed matter, which was inaugurated in the previous year, the letters necessary to be placed on file have been reduced to an easily manageable basis.

The division has given some time to the inspection of the old letter files of the bureau for the purpose of preserving such letters as are of historical importance or useful for reference and laying aside for destruction such as are of no value. This work has been completed to include the files of the calendar year 1894.

THE ALASKA SCHOOL SERVICE.

During the fiscal year ending June 30, 1912, the field force of the Alaska school service consisted of 5 superintendents, 110 teachers, 7 physicians, 7 nurses, 2 contract physicians, and 2 hospital attendants. Eighty-six public schools were maintained with an enrollment of 4,018 and an average attendance of 1,805.

Without neglecting the work in the schoolrooms and the sanitary work in the villages, during the year special attention has been given to the medical work among the natives, which includes the maintenance of hospitals at Juneau and Nushagak under the direct management of the Bureau of Education, contracts with the Holy Cross Hospital at Nome and the Fairhaven Hospital at Candle for the

treatment of diseased natives upon the application of a superintendent or teacher in the Alaska school service, the employment of 7 physicians in hospital work and in relieving distress among the natives in their districts, the employment of 7 nurses in the hospitals, and in hygienic and sanitary work in the native schools and villages, also furnishing the teachers with medicine chests and simple instructions to enable them to treat minor ailments. Of the appropriation for education in Alaska, \$24,926.04 was expended in the medical work outlined above.

During the summer of 1911 Passed Asst. Surg. Milton H. Foster, of the Public Health and Marine-Hospital Service, made a preliminary investigation of health conditions among the natives of southern Alaska with a view to inaugurating adequate measures for their relief. One of Dr. Foster's recommendations was the extension of the medical work in connection with the Alaska school service. In pursuance of this recommendation and in order that the entire medical work among the natives of Alaska might have expert supervision, upon the request of the Secretary of the Interior, the Surgeon General of the Public Health and Marine-Hospital Service in March, 1912, detailed Passed Asst. Surg. Emil Krulish for service in Alaska for an indefinite period under the direction of the Commissioner of Education. With the consent of the Secretary of the Treasury, the duties of Dr. Krulish for the Bureau of Education will be (a) to supervise all measures for the medical and surgical relief of the natives of Alaska, (b) to act as instructor to the teachers of the United States public schools in Alaska in all matters pertaining to the sanitary education of the natives, (c) to give instructions to teachers in first aid to the injured or sick, and (d) to act in a general advisory capacity to the superintendent of education of natives of Alaska in all matters pertaining to sanitation, hygiene, maintenance of hospitals, and other matters of like character. The plans for the work of Dr. Krulish in Alaska include prescribing and enforcing regulations for the prevention and spreading of disease in the native villages.

During the summer of 1911 information was received that small-pox had broken out among the natives in the vicinity of New Rampart House, north of the Arctic Circle, near the boundary between Alaska and Canada. Under instructions from the Bureau of Education, the superintendent of schools in the Upper Yukon district proceeded to the infected district to render all possible assistance in suppressing the epidemic. Finding that the disease was confined to Canadian territory, upon the suggestion of the governor of Alaska and in accordance with instruction from the Commissioner of Education, he maintained a quarantine station near the mouth of the Porcupine River, in Alaska, from August to October, 1911, which pre-

vented the disease from entering the Yukon Valley. As a precautionary measure, the representatives of the Bureau of Education in the entire Yukon Valley were liberally supplied with vaccine points and vaccinated all natives in the vicinity of the schools.

For several years there existed a desire among the members of the Hydah Tribe living in the villages of Klinquan and Howkan to migrate, their principal objections to the village sites being an insufficient supply of pure water and the necessity of leaving their homes for several months in order to obtain work. During the autumn of 1911 these natives migrated to a new site on the west shore of Prince of Wales Island, about 20 miles from the post office of Sulzer, advantageously located with regard to hunting and fishing grounds. By Executive order a tract of approximately 12 square miles has been reserved for the use of this colony and such of the natives of Alaska as may settle within the limits of the reservation. The natives have chosen the name of Hydaburg for their new village. The Hydaburg Trading Co., with a capital stock of \$5,000, has been organized to transact the mercantile business of the settlement. The Hydaburg Lumber Co. operates a sawmill, in the establishment of which the natives were aided by the Bureau of Education. A United States public school, under the Bureau of Education, opened in Hydaburg during September, 1911. The village has a population of 159.

When returning from its northern cruise the United States revenue cutter *Bear*, upon the request of this bureau, transported to Port Moller 44 Eskimos who were desirous of leaving the Nome region in order to settle near the better hunting and fishing grounds of the Alaskan Peninsula. It is hoped that a school can soon be established in this new settlement.

The eruption of Katmai Volcano in western Alaska, June 6, 1912, destroyed the homes of 98 natives, who were conveyed by the U. S. S. *Manning* to Ivanoff Bay, on the southern shore of the Alaskan Peninsula, selected as the site for a new village which will be under the supervision of the Bureau of Education. Materials for the construction of the houses to shelter these destitute natives and the most necessary articles for their use have been sent to them from Seattle.

The following is a summary of expenditures from the fund for education of natives of Alaska:

Expenditure from appropriation for education of natives of Alaska.

Appropriation.....	\$200, 000. 00
Salaries in Alaska.....	97, 624. 84
Equipment and supplies.....	18, 069. 18
Fuel and light.....	15, 615. 94
Local expenses.....	1, 959. 15

Repairs and rent.....	\$4, 605. 68
Buildings.....	9, 982. 73
Medical relief.....	24, 926. 04
Destitution.....	1, 457. 10
Commissioner's office salaries.....	6, 023. 50
Seattle office salaries.....	6, 216. 67
Commissioner's office expenses.....	320. 00
Seattle office expenses.....	1, 132. 04
Traveling expenses.....	11, 266. 38
Contingencies.....	800. 80
Total.....	200, 000. 00

THE ALASKA REINDEER SERVICE.

Reports covering the fiscal year 1912 have been received from only a few of the reindeer stations. The latest complete statistics are those of the fiscal year 1911, according to which the total number of reindeer in Alaska, June 30, 1911, was 33,629, distributed among 46 herds. Of the 33,629 reindeer, 20,071, or 60 per cent, were owned by 460 natives; 3,951, or 11 per cent, were owned by the United States; 4,663 or 14 per cent, were owned by missions; and 4,944, or 15 per cent, were owned by Lapps.

During 1909 arrangements were made with the Department of Agriculture permitting the exportation of reindeer meat, hides, and horns, under proper certification by the representatives of the Bureau of Education. It was not deemed wise, however, to encourage such exportations until the herds had increased sufficiently to supply adequately the local needs of natives and white men. Information having been received that the herds now furnish an ample source of supply of fresh meat to the native villages and towns in their vicinity, it was decided that the exportation could begin. In October, 1911, the first shipment of reindeer meat left Nome for Seattle. It consisted of about 125 carcasses purchased by a cold-storage company from Eskimo herders. This shipment of approximately 18,750 pounds found a ready sale in Seattle. It is probable that the exportation of reindeer meat from Alaska will eventually become an industry of extensive proportions.

The following is a summary of expenditures from the fund "Reindeer for Alaska, 1911":

Expenditures from appropriation for reindeer in Alaska.

Appropriation.....	\$12, 000. 00
Salaries of chief herders.....	520. 00
Supplies.....	9, 700. 48
Establishing new herds.....	675. 00
Contingencies.....	1, 104. 54
Total.....	12, 000. 00

MISCELLANEOUS.

The Commissioner has spent much of his time in the field, attending conventions of teachers, school officers, and others interested in education and working toward the solution of some of its many problems. He has visited schools of all kinds and grades and conferred with the responsible officers of State, county, and city schools and school systems, and has made about 200 public addresses in 24 States and Porto Rico.

Within the year two new divisions have been created in the bureau: The division of school hygiene and sanitation, October 19, 1911, and the division of rural education, November 1, 1911. The reports of the work of these divisions are included in this statement.

A series of careful and exhaustive studies of the development of popular education in the several States has been begun, and their results will be published from time to time as bulletins of this bureau. It is believed that these will aid in the further development of education and make easier the task of the future historian of education in this country.

To assist the Commissioner and the specialists in the bureau to keep in closer touch with rural education, industrial education, and the work in school hygiene and sanitation in different parts of the country and in obtaining such information about these as can not be had through formal reports and other ordinary means, 42 special collaborators have been appointed at the nominal salary of \$1 a year. These collaborators are men and women working under such conditions as enable them to render valuable service to the bureau without interfering with their regular duties. Two of these, absent on leave from their regular duties in the institutions with which they are connected, now have desks in the office of the bureau and are preparing manuscripts to be published as bulletins. The appointment of other collaborators will be recommended from time to time until all parts of the country are represented in this way.

Pursuant to a call of the Commissioner, representatives of the departments of education of a large majority of the States met at St. Louis at the time of the annual meeting of the Department of Superintendence of the National Education Association in February, 1912, to discuss with him plans for a more effective cooperation of this bureau and the State departments in collecting statistics and other information pertaining to education. The unanimous and hearty approval of the general outline of plans submitted strengthens the hope that there may soon be such cooperation as will enable both this bureau and the departments of education of the several States to make their reports more comprehensive and accurate.

The legislative, executive, and judicial appropriation bill for the year 1913, which has passed since the close of the fiscal year for which this statement is made, increases the lump-sum appropriation "for the investigation of rural education, industrial education, and school hygiene, including salaries," from \$6,000 (1912) to \$15,000. The larger part of the increase in this lump sum will be used for the salaries of additional specialists in rural education, to enable the bureau to give to the States and local communities a little more of the help so much needed in building up efficient rural school systems. Smaller portions will be used to extend the work of the division of school hygiene and sanitation and for special studies in industrial education.

RECOMMENDATIONS.

I renew my recommendations of a year ago (statement of the Commissioner of Education to the Secretary of the Interior for the fiscal year ended June 30, 1911) that provision be made—

1. For an Assistant Commissioner of Education, who should be a specialist in secondary education, and serve also as the chief of a division of high schools.

2. For additional specialists in higher education.

3. For a group of specialists in industrial or vocational education.

4. For a specialist and assistants in city school administration.

5. For a specialist in the history, theory, and practice of education, who shall serve as a director of investigations and give assistance to other specialists in the bureau and to students of education, committees, and commissions who apply to this bureau for help in their investigations.

6. To enable the bureau to carry on cooperative experiments in elementary and secondary education under varying conditions and in different parts of the country, the results of these experiments to be published by the bureau for the information of the people.

7. For additional clerks to carry on the present routine work of the office and such additional work of this kind as may become necessary because of the larger work planned, and for a sufficient appropriation for traveling expenses to enable the Commissioner and the specialists in the bureau to do their work effectively.

I recommend further—

1. That provision be made for additional specialists in rural education and in school hygiene and sanitation. The work which the bureau should do in these subjects is much larger than can be done by the present staff and with the appropriations now made for these purposes.

2. That the limitations on salaries which may be paid specialists in this bureau be removed, or made such that the continued services of

competent men and women may be obtained. The bureau can never do effectively the most important work for which it was created until it can retain in its service men and women of learning, experience, working capacity, and expert knowledge such as will win for their opinions and utterances the respect of the leaders in all lines of educational thought and activity. This can not be done so long as salaries are limited to the low maximum which the law now permits to be paid in this bureau.

RECOMMENDATIONS IN REGARD TO ALASKA.

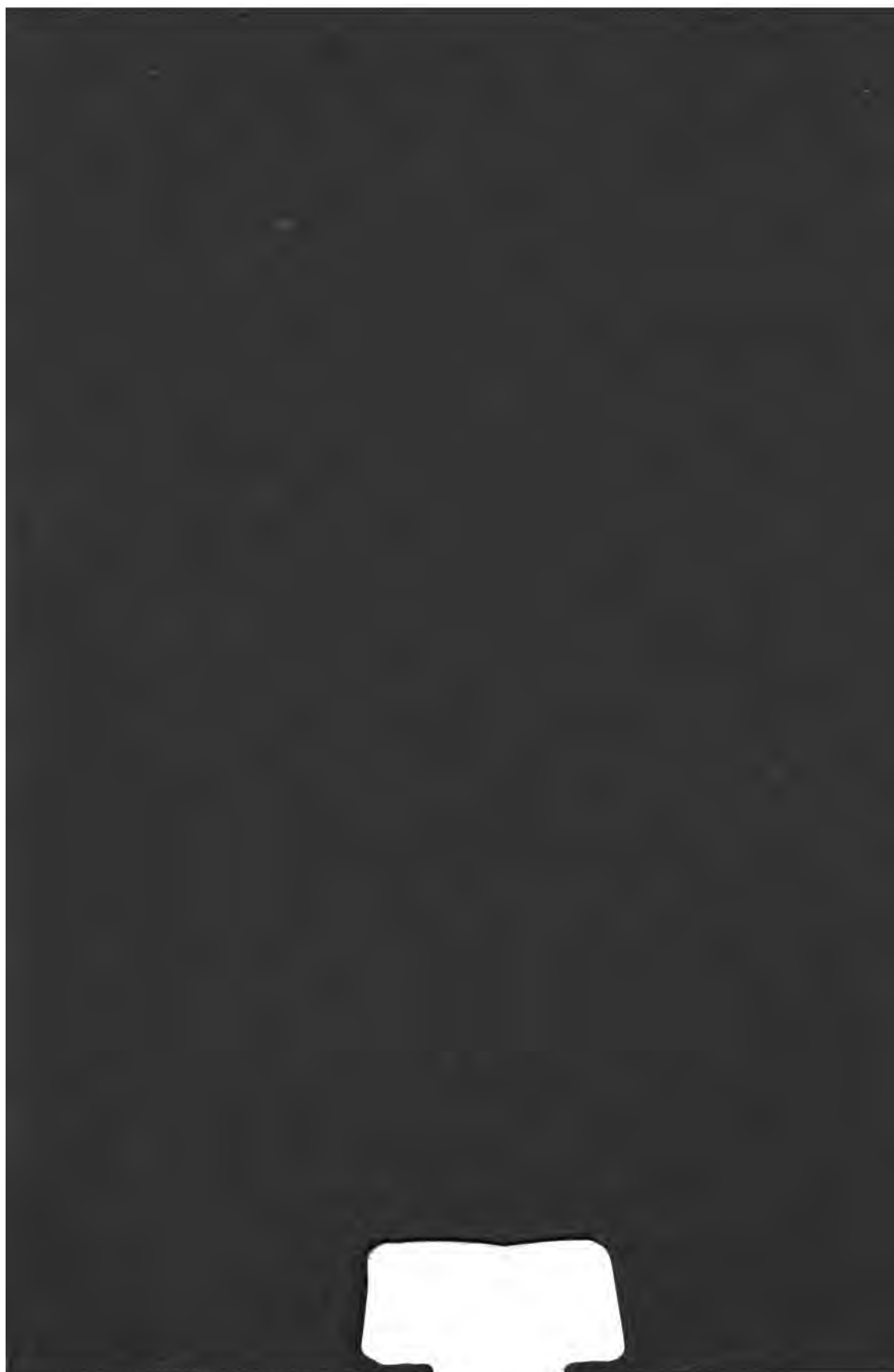
Adequate provision for the medical relief of the natives of Alaska is an urgent national duty. The use of part of the appropriation for education in Alaska for the suppression of disease among the natives is an emergency measure. This most important work should receive serious consideration and prompt action on the part of Congress. I would recommend a liberal appropriation for this purpose.

I also renew my recommendation for the passage of a compulsory school-attendance law for Alaska. That results commensurate with expenditures may be obtained, a law compelling regular attendance in the schools is needed.

All of which is respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.





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U. S. Bureau of Education

STATEMENT *UNIV. OF MICHIGAN*

MAY 14 1914

OF THE

COMMISSIONER OF EDUCATION

TO THE

SECRETARY OF THE INTERIOR

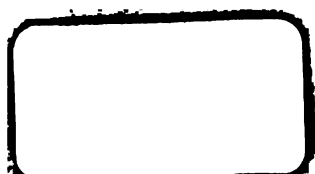
FOR THE FISCAL YEAR

ENDED JUNE 30

1913

U. S. Bureau of Education





STATEMENT
OF THE
COMMISSIONER OF EDUCATION
TO THE
SECRETARY OF THE INTERIOR
FOR THE FISCAL YEAR
ENDED JUNE 30
1913



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STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, September 1, 1913.

SIR: I have the honor to submit the following brief statement of the operations of this office for the fiscal year ended June 30, 1913:

DIVISION OF HIGHER EDUCATION.

The work of the division of higher education included the supervision of the administration and finances of the land-grant colleges, so far as these relate to the Federal funds; statistical work; the preparation of three bulletins; and the field work of the two specialists assigned to the division.

The reports required to be made by institutions receiving Federal aid under the acts of Congress of August 30, 1890, and March 4, 1907, were duly received and examined. Expenditures were found to have been made for the purposes specified in the acts. A special study of the extension work of the land-grant colleges was undertaken.

Fifty-two institutions were visited. Several inspections were made at the request of the institutions, and detailed reports of the investigations were made to the institutions. A representative from this division was in attendance at 21 educational meetings and conferences.

The statistics and other data relating to colleges, universities, technological schools, professional schools, and normal schools were compiled for the annual report of the commissioner. Hereafter this work will be done by the statistical division.

Dr. Kendric C. Babcock, specialist in higher education, who devoted a large part of his time to a study of the standards of universities and colleges and the organization and administration of higher education in the several States, resigned his position in the bureau in May, 1913, to accept the deanship of the College of Literature, Arts, and Science of the University of Illinois. Upon his resignation, Dr. George E. MacLean, formerly president of the University of Iowa, was given a temporary appointment as specialist in higher education and detailed to visit the British universities and report on recent developments therein. Dr. MacLean has submitted a preliminary report. His final report will be submitted for publication as a bulletin of the bureau.

DIVISION OF SCHOOL ADMINISTRATION.

The division of school administration collected and compiled the statistics of city school systems for the annual report, and prepared a chapter on the most important features of city-school administration during the year. It issued nine circulars on various phases of school administration. It sent out periodical multigraph letters to city-school officials, informing them of important legislation and rulings of city boards of education. During the winter and spring of this year the legislatures of about three-fourths of the States were in session. While these legislatures were in session circulars were prepared, and sent from time to time to the school officials of all the States, giving the titles of bills pertaining to education either introduced or passed in any of these legislatures. Summaries were prepared of the most important of these bills.

A member of this division spent three months studying the schools of certain Cantons and cities of Switzerland for the special purpose of reporting on the methods by which the work of these schools is adapted to the needs of the people, interpreting these methods in terms of American methods, and showing how they may be adapted to the conditions and needs of American schools. The report of this investigation will be published as a bulletin of the bureau.

Members of the division visited and studied the schools of 21 cities in the United States. Many cities have adopted the system of uniform records and reports recommended by the bureau, and it is now possible to make more accurate and helpful comparisons of the income, expenditures, and educational activities of these cities than could be made before this uniform system was adopted.

DIVISION OF SCHOOL HYGIENE AND SANITATION.

As a means for the improvement of rural schoolhouses the bureau prepared, for lending purposes, six cardboard models of each of three different types of schoolhouses. The demand for the loan of these models received from school officials, lumbermen, associations, health boards, normal schools, and others has been overwhelming, and it has been possible thus far to comply with only a very limited number of the requests. This experiment has been so successful that the bureau must undoubtedly extend this service as soon as funds therefor can be made available. In addition to this service, special advice regarding the construction of schoolhouses has been given to school officials in the States of Alabama, California, Florida, Georgia, Indiana, Kentucky, Michigan, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, and Virginia.

Bulletins on medical inspection and on the International Congress on Hygiene and Demography and a report on the work of typical

health-teaching agencies in the United States were issued during the year. Considerable work has been done also on the manuscript for a bulletin on rural schoolhouses. The special agent attached to this division rendered valuable service to the International Congress on Hygiene and Demography held in Washington City in the fall of 1912. He had charge of the educational exhibit held in connection with the Congress. He also rendered much assistance in the preparation of an exhibit for the International Congress on School Hygiene at Buffalo, N. Y.

DIVISION OF RURAL EDUCATION.

An increase of the appropriation "for the investigation of rural education, industrial education, and school hygiene" from \$6,000 to \$15,000 rendered possible the more complete organization of the division of rural education by the appointment of a chief of field service in rural education at a salary of \$4,000 per annum and three specialists in rural education at a salary of \$2,500 each per annum. These persons were assigned to duty as follows: The chief of field service was placed in charge of the work in the Southern States, with headquarters at Richmond, Va.; one specialist, with headquarters at Salem, Oreg., was placed in charge of the work in the Western States; one, with headquarters at Kirksville, Mo., has charge of the work in the Middle Western States; and the third has charge of the work in the Eastern and Northern States. These persons have made special studies of the condition of rural education in their several districts and have collected a large amount of information, some of which has already been published; the rest is being digested and prepared for publication. This material will form a valuable addition to the literature of rural education and will contribute much toward the improvement of educational conditions in rural communities throughout the United States.

In the South the division has cooperated with the Southern Education Board and the Conference for Education in the South, with the supervisors of rural education, and the directors of rural school improvement in the several Southern States, and has made a special study of the means by which the school terms are being extended, better preparation given teachers, and the standards of the schools improved. A special study of educational progress in the South since 1870, dealing largely with rural education, has been begun, as has also a study of the development of high schools and secondary education in the South since 1900. In the West an intensive study of the rural schools was made in one county in the State of Oregon, and a special study was also made of the Oregon plan of school credit for home work, as was also of the plan adopted in Walla Walla County, Wash., for organizing the elementary schools of the dis-

strict around a central school doing some high-school work. An intensive study of education in Montgomery County, Md., has been made and the results have been published in a bulletin of the bureau. A careful study of the preparation of teachers for rural schools in all parts of the country has been begun. A special study was made of the rural schools of the southern Appalachian Mountain counties of the Virginias, the Carolinas, Georgia, Alabama, Tennessee, and Kentucky. Material has been collected for a digest of the most important and significant efforts for the extension and improvement of the work of rural schools in all parts of the United States within the year, and a beginning has been made on the collection of data for accurate detailed information in regard to each of the rural and village schools in the United States.

One specialist and two collaborators were detailed to make a careful study of the rural schools of Denmark for the purpose of finding and reporting the means by which they have become such a vital element in the rural life of that country. Three months were spent in going to Denmark and making personal inspection of typical rural schools. The results of these studies will be published in a series of four or five bulletins and will form a valuable contribution to the literature of rural education.

The members of this division prepared and assisted in the preparation of a number of bulletins on rural education which were issued during the year and attended numerous meetings for the purpose of disseminating information regarding educational conditions and suggesting methods by which such conditions might be improved. The titles of the bulletins referred to are included in the statement of the work of the editorial division.

Considerable additional material regarding various phases of rural education has been collected and will be issued in the form of bulletins during the present fiscal year.

The chief of field service severed his connection with the bureau on June 30, having been called to the presidency of the Virginia Polytechnic Institute at a salary much larger than that paid him by the bureau.

DIVISION OF NEGRO EDUCATION.

The division of negro education was established during the year with the cooperation of the trustees of the Phelps-Stokes fund. Besides a general preliminary study of schools for negroes in the South, it has made a first-hand study of the high, private, and industrial schools for colored people in Alabama, has collected a great deal of information regarding those schools, and is preparing a preliminary report thereon. It has been able to render much assistance to persons making inquiries regarding the reliability of schools for negroes.

The division prepared a report on "Recent movements in negro education" and on "Social science and history in high schools."

DIVISION OF KINDERGARTEN EDUCATION.

With the cooperation of the National Kindergarten Association there was established on March 3, 1913, the division of kindergarten education. A survey has been made of the status of kindergartens in public schools and of all other kinds of kindergartens in the United States. The results of this survey will be incorporated in a bulletin and will include detailed statistics as well as opinions of superintendents, supervisors, teachers, and others as to the value of kindergarten training.

In cooperation with the bureau a committee of 20 kindergarten training teachers has been created to assist in making a survey of kindergarten training schools with the purpose of formulating standards for such schools. The committee has appointed two sub-committees, one of which will give advice and suggestions wherever problems of administration and practice arise, and the other will select and recommend material suitable for publication in the form of leaflets and bulletins.

EDITORIAL DIVISION.

The following publications were issued during the year:

Annual Report of the Commissioner of Education, 1912, Vol. I.

Annual Report of the Commissioner of Education, 1912, Vol. II.

Annual Statement of the Commissioner of Education to the Secretary of the Interior, for the fiscal year ended June 30, 1912.

Bulletins of the Bureau of Education:

1912, No. 12. The Dutch Schools of New Netherland and Colonial New York.

1912, No. 14. Report of the American Commissioners on the Teaching of Mathematics.

1912, No. 15. Current Educational Topics, No. II.

1912, No. 16. The Reorganized School Playground.

1912, No. 17. The Montessori System of Education.

1912, No. 18. Teaching Language Through Agriculture and Domestic Science.

1912, No. 19. Professional Distribution of College and University Graduates.

1912, No. 20. The Readjustment of a Rural High School to the Needs of the Community.

1912, No. 21. A Comparison of Urban and Rural Common-school Statistics.

1912, No. 22. Public and Private High Schools.

1912, No. 23. Special Collections in Libraries in the United States.

1912, No. 24. Current Educational Topics, No. III.

1912, No. 25. List of Publications of the Bureau of Education Available for Free Distribution September, 1912.

1912, No. 26. Bibliography of Child Study.

1912, No. 27. History of Public School Education in Arkansas.

1912, No. 28. Cultivating School Grounds in Wake County, N. C.

Bulletins of the Bureau of Education—Continued.

- 1912, No. 29. Bibliography of the Teaching of Mathematics.
- 1912, No. 30. Latin-American Universities and Special Schools.
- 1912, No. 31. Educational Directory.
- 1912, No. 32. Bibliography of Exceptional Children and their Education.
- 1912, No. 33. Statistics of State Universities, 1912.
- 1913, No. 1. Monthly Record of Current Educational Publications, January.
- 1913, No. 2. Training Courses for Rural Teachers.
- 1913, No. 3. The Teaching of Modern Languages in the United States.
- 1913, No. 4. Present Standards of Higher Education.
- 1913, No. 5. Monthly Record of Current Educational Publications, February.
- 1913, No. 6. Agricultural Instruction in High Schools.
- 1913, No. 7. College Entrance Requirements.
- 1913, No. 8. The Status of Rural Education in the United States.
- 1913, No. 9. Consular Reports on Continuation Schools in Prussia.
- 1913, No. 10. Monthly Record of Current Educational Publications, March.
- 1913, No. 11. Monthly Record of Current Educational Publications, April.
- 1913, No. 12. The Promotion of Peace.
- 1913, No. 13. Standards for Measuring the Efficiency of Schools.
- 1913, No. 14. Agricultural Instruction in Secondary Schools.
- 1913, No. 15. Monthly Record of Current Educational Publications, May.
- 1913, No. 16. Annotated Bibliography of Medical Inspection and Health Supervision of School Children.
- 1913, No. 17. A Trade School for Girls.
- 1913, No. 18. The Fifteenth International Congress on Hygiene and Demography, held in Washington, D. C., September–October, 1912.
- 1913, No. 19. German Industrial Education and Its Lessons for the United States.
- 1913, No. 21. Monthly Record of Current Educational Publications, June.
- 1913, No. 22. Bibliography of Industrial, Vocational, and Trade Education.
- 1913, No. 23. The Georgia Club.
- 1913, No. 24. A Comparison of Public Education in Germany and in the United States.

Library circulars (included in bulletin list in 1913)—monthly record of current educational publications:

- 1912, No. 7. October.
- 1912, No. 8. November.
- 1912, No. 9. December.

Miscellaneous publication:

Medical Handbook, Alaska School Service.

The following bulletins have been prepared and were in the hands of the printer at the close of the fiscal year:

Special Features in City School Systems.

Educational Survey of a Suburban and Rural County, Montgomery County, Md.

Education in the South.

Good Roads Arbor Day.

Prison Schools.

Expressions on Education by American Statesmen and Publicists.

Teachers' Pension Systems in Great Britain.

Industrial Education in Columbus, Ga.

Illiteracy in the United States.

Accredited Secondary Schools in the United States.

The volume of work performed by the editorial division constantly increases. In addition to the two volumes of the annual report, the annual statement of the commissioner, 44 numbers of the bulletin, 3 numbers of the library circular, and 1 miscellaneous publication issued during the year, a large amount of information regarding important movements in education was disseminated by means of the public press and was thus brought to the attention of a much larger number of people than it is possible to reach by means of the limited editions of the bureau's publications. This service has proved very helpful to the educational interests of the country.

In cooperation with a committee of the National Education Association, the bureau is prosecuting an inquiry into the subject of teachers' salaries. The work on the part of the bureau has been assigned to the editorial division. It is expected that a comprehensive investigation will be made and that the results will be published within the coming year.

STATISTICAL DIVISION.

The statistical division has sent out 81,032 statistical schedules and other requests for information, as compared with 60,618 the preceding year. These requests went to State and city school systems, public and private high schools, universities and colleges, professional schools, normal and summer schools, manual and technical training schools, business colleges, negro schools, reformatories, schools for the defective classes, and 18,652 libraries.

The second volume of the annual report for 1912 is entirely statistical, summarizing reports from—

- 48 State school systems.
- 834 city school systems.
- 596 universities and colleges.
- 564 professional schools.
- 1,057 training schools for nurses.
- 277 normal schools.
- 569 summer schools.
- 11,224 public high schools.
- 2,044 private high schools and academies.
- 375 manual and technical training schools.
- 519 commercial and business schools.
- 417 schools for negroes.
- 117 State industrial schools and reformatories.
- 60 institutions for the blind.
- 141 institutions for the deaf.
- 53 institutions for the feeble-minded.

Of the 18,895 returns from the above sources, 15,567 were tabulated and summarized by the statistical division and the remaining 3,328 in two other divisions whose statistical work has since been transferred to this division.

In addition to the work indicated above, the division read the proof of a large part of the statistical volume of the annual report for 1912, prepared a card list of over 9,000 libraries, made a collection of catalogues and courses of study of public and private high schools, compiled many tables on illiteracy, examined reports of State school systems, collected lists of elementary private and church schools in nearly all the States. The division has recently tabulated the returns from an exhaustive inquiry relating to the study of home economics in all classes of schools and institutions, and is now tabulating statistics of drawing in public and private high schools and in the elementary schools of city systems.

June 23, 1913, the statistical work of the divisions of higher education and school administration was transferred to this division. Four clerks were transferred at the same time. The statistician and 10 clerks now comprise the statistical division. This force should be increased at least 50 per cent to insure the prompt handling of the great mass of material now on hand and in process of collection. The tabulation of much valuable material already collected has been deferred and urgent investigations have been postponed, because the division is not strong enough to handle the returns.

LIBRARY DIVISION.

The scope of usefulness of the library has continued to expand during the year. The general invitation to educators and teachers throughout the country to make use of the collections was renewed, and the annual circulation of books outside the office increased to 750 volumes, among which were various rare or unusual publications, such as educational periodicals and reports, college catalogues, pamphlets, etc., supplied through the interlibrary loan system. In order to meet a growing demand for the special bibliographies on educational topics, several of the lists have been multigraphed and others have been revised and prepared for printing as separate leaflets.

The number of volumes and pamphlets acquired during the year by gift, by exchange, and by purchase was 3,695; serial publications, 7,648 numbers; periodicals, 8,865 numbers. Additional accessions were 4,477 volumes transferred from the Library of Congress, and 2,500 old text-books, domestic and foreign, presented by various libraries and individuals.

The division catalogued 5,605 volumes, and compiled 260 bibliographies, some of which were for publication as appendixes to bulletins, besides supplying bibliographic information in other forms. During the year 2,188 letters requesting information or literature were answered by the library. Direct personal assistance was also given to visitors.

The monthly record of current educational publications has continued its issues, during 1912 as a library circular, and since January, 1913, as a bulletin of the bureau. The annual bibliography of education for 1910-11 has been made ready for the printer.

The division also prepared for issue as a bulletin a list of publications of the Bureau of Education, available for free distribution, 1912, and contributed to the report of the commissioner a chapter on "Recent aspects of library development."

CORRESPONDENCE DIVISION.

The steadily increasing volume of mail matter handled by the bureau in the course of the year indicated a growing interest in educational questions, a better knowledge of the sources of supply, and a higher appreciation of the numerous publications issued for the information of the public.

There were received during the year 68,528 letters as against 45,543 for the year preceding, and 18,463 for the year ended June 30, 1910. Of the publications of the bureau, 386,774 copies were distributed, being nearly double the distribution of the year before and more than three and a half times the number distributed in the year ended June 30, 1910.

THE ALASKA SCHOOL SERVICE.

During the year the field force of the Alaska school service consisted of 5 superintendents, 106 teachers, 9 physicians, 9 nurses, and 3 hospital attendants. Seventy-six schools were maintained with an enrollment of about 4,000; complete reports have not yet been received from the more distant schools.

Among the most urgent needs of the natives of Alaska is protection against the diseases which prevail among them to an alarming extent. Accordingly, without neglecting the work in the school rooms and the social work in the native villages, special attention was given during the year to the medical and sanitary work.

There is no specific appropriation for the support of medical work among the natives of Alaska. For several years the bureau has been striving, without success, to secure funds for the establishment of well-equipped hospitals and for the employment of a sufficient number of physicians and nurses. Under the terms of the appropriation "Education of natives of Alaska" the bureau can employ physicians and nurses for work among the Alaska natives, but it can not erect the hospitals which are greatly needed.

Of the appropriation "Education of natives of Alaska" for the fiscal year ending June 30, 1913, \$32,000 was expended (1) in maintaining hospitals in rented buildings at Juneau and Nushagak; (2) in maintaining improvised hospitals in school buildings at Nulato

and Kotzebue; (3) in payments under contracts with the Holy Cross Hospital at Nome, with the Fairhaven Hospital at Candle, and with the Cordova Hospital, for the treatment of diseased natives upon the application of a superintendent, physician, or teacher in the Alaska school service; (4) in the employment of physicians and nurses in the hospitals and in field work in their respective districts; and (5) in furnishing medicines and medical books to the teachers for use in relieving minor ailments.

During the year epidemics of infantile paralysis at St. Michael and of diphtheria at Nulato were checked by physicians employed by the bureau.

Passed Asst. Surg. Emil Krulish, of the Public Health Service, spent from April to November, 1912, investigating health conditions in the native settlements in southeastern Alaska, in western Alaska as far as Cooks Inlet, on the Yukon River, and in the vicinity of Nome. In his report, Dr. Krulish states that, in his opinion, 15 per cent of the native population of Alaska is infected with tuberculosis in its varying forms, both active and latent, while in 7 per cent it is present in its active stages. Trachoma, rheumatism, and venereal diseases also prevail to a considerable extent in many of the native villages. Dr. Krulish urges an appropriation of at least \$125,000 to establish an Alaska medical service among the natives of Alaska with an efficient organization. The good results already accomplished by the present inadequate medical service demonstrate that disease among the natives of Alaska can be eradicated if funds are provided for the establishment of well-equipped hospitals in important centers, and for the employment of a sufficient number of physicians and nurses.

Among the most urgent needs of the work among the natives of Alaska have been (1) legislation compelling regular attendance in the schools, (2) legislation giving the employees of the Bureau of Education in Alaska power legally to enforce in the native villages obedience to their instructions with reference to matters relating to health, and (3) legislation regulating the civic rights of the natives.

It is gratifying that at its first session the Alaska Territorial Legislature took action regarding two of these matters. The compulsory school-attendance law makes attendance obligatory upon all native children between the ages of 8 and 16 (unless physically or mentally incapacitated) residing within 1 mile of a United States public school. The greatest care will be taken to enforce this law in such a manner that it will not work a hardship on the natives. It will be used as a stimulus in securing the attendance of such native children as are inexcusably absent from school. Due consideration will be given to the fact that native children should acquire and

retain skill in hunting and fishing. However, the vigorous enforcement of this law in flagrant cases of inexcusable nonattendance will doubtless have a very salutary effect. The law regulating the registration and restriction of communicable diseases in Alaska provides that in any native village any representative of the Bureau of Education shall have power as health officer to enforce quarantine regulations; to cause garbage to be removed; to disinfect persons, houses, or property; and to cause furniture or household goods to be destroyed when they are a menace to the public health. Violations of the regulations made or disobedience of orders given under the authority of this law are punishable by a fine not exceeding \$100 or by imprisonment for not more than 50 days, or by both fine and imprisonment. The Alaska Territorial Legislature also passed a bill to amend the Penal Code of Alaska, making the soliciting, purchasing, or receiving of liquor by a native a criminal offense.

The prosperity of the Hydaburg colony upon the tract on Prince of Wales Island, reserved for its use by Executive order, where the natives successfully conduct their own store and sawmill, caused the natives of Klukwan and Klawock, in southeastern Alaska, to desire similar reservation upon which to conduct their own enterprises. By Executive order a tract with an approximate area of 800 acres, bordering the Chilkat River, has been reserved for the exclusive use of the Klukwan natives. Much of this land has agricultural value, and gardening will be systematically taught by the teacher of the United States public school. The proposed reservation at Klawock is within the Tongass National Forest; arrangements are being made with the Forest Service for its reservation.

Expenditures from appropriation "Education of natives of Alaska, 1913."

Appropriation	\$200,000.00
Salaries in Alaska	94,722.65
Equipment and supplies	13,889.54
Fuel and light	19,555.27
Local expenses	2,274.76
Repairs and rent	3,685.91
Buildings	5,843.04
Medical relief	31,431.05
Destitution	1,792.05
Commissioner's office salaries	5,927.22
Seattle office salaries	7,037.50
Commissioner's office expenses	235.00
Seattle office expenses	500.00
Traveling expenses	12,616.36
Contingencies	489.65
Total	200,000.00

THE ALASKA REINDEER SERVICE.

Reports from the reindeer stations covering the fiscal year 1913 have not yet been received, the herds being in northern and western Alaska. The latest complete statistics regarding the reindeer service are those of the fiscal year 1912, according to which the total number of reindeer in Alaska, June 30, 1912, was 38,476, distributed among 54 herds. Of the 38,476 reindeer, 24,068, or 62.5 per cent, were owned by 633 natives; 3,776, or 9.8 per cent, were owned by the United States; 4,511, or 11.7 per cent, were owned by missions; and 6,121, or 16 per cent, were owned by Lapps. The total income of the natives from the reindeer industry during the fiscal year 1911-12, exclusive of the value of the meat and hides used by the natives themselves, was \$44,885.04.

The object of the importation of reindeer from Siberia into Alaska, which began in 1892, was originally to furnish a source of supply for food and clothing to the Eskimos along the shores of the Bering Sea and the Arctic Ocean. In 20 years the reindeer industry has elevated the Eskimos in northern and western Alaska from nomadic hunters and fishermen, eking out a precarious existence upon the rapidly disappearing game animals and fish, to civilized, thrifty men, having in their herds of reindeer assured support for themselves and opportunity to acquire wealth by the sale of meat and skins to the white men in those regions, and the shipment of meat and skins to the States.

In order to make the natives preserve and accumulate the reindeer intrusted to them and to preclude the possibility of the reindeer industry being taken from the natives, no native has been permitted to sell or otherwise dispose of female reindeer to any person other than a native of Alaska. Strict adherence to this fundamental principle has built up for the natives of northern and western Alaska this industry, which is especially adapted to them and which affords them assured means of support. There is grave danger that granting to the natives permission to dispose of female reindeer to white men would rapidly deprive the natives of their reindeer and destroy this great native industry which is the result of 20 years of careful oversight and fostering care.

Under a recent Executive order the Aleutian Islands have been set aside as the Aleutian Islands Reservation under the charge of the Department of Agriculture and of the Department of Commerce for the purpose of making experiments in raising fur-bearing animals, in developing the fisheries, and in propagating reindeer. In compliance with the request of the Department of Agriculture plans have been made to deliver to that department 50 reindeer from the herds of the Department of the Interior for use in stocking Umnak

and Attu Islands, upon which the Bureau of Education has no representatives. In August, 1911, 40 reindeer were delivered to the Department of Commerce for use in stocking St. Paul and St. George Islands; in June, 1912, the number of reindeer on those islands had increased to 65.

Expenditures from appropriation "Reindeer for Alaska, 1913."

Appropriation	\$5,000.00
Salaries of chief herders	496.10
Supplies	4,203.90
Establishing new herds	300.00
Total	5,000.00

MISCELLANEOUS.

As in the previous year, I spent much of my time in the field visiting and inspecting schools of all kinds and grades, libraries, playgrounds, and other educational institutions. I attended national, State, county, and city conventions of teachers, education officers, librarians, and mass meetings of citizens interested in the advancement of education. In the performance of these duties I traveled about 75,000 miles, visited half the States in the Union, including most of those not visited the previous year, and made about 200 public addresses. I carried on an extensive correspondence with State, city, county, and local officials, teachers, directors of educational institutions, associations interested in education, and private citizens, and cooperated with committees of national associations in important educational investigations.

Within the year three new divisions were created in the bureau: The division of negro education, the division of kindergarten education, and the division of home education. The brief reports of the first two of these new divisions are included in this statement. The home education division was created so near the end of the year that there is no report of its work to be made at this time.

The division of rural education was enlarged by the addition of two specialists and a chief of field service, and the promotion of an assistant in the division to the position of specialist. The list of special collaborators serving the bureau at the nominal salary of \$1 a year was increased from 42 to 65. Most of these collaborators are men and women of special ability and interest, working under such conditions as enable them to give valuable service to the bureau without interfering with their regular duties. Some of them bring to the bureau the helpful cooperation of important committees and commissions, thus enabling the bureau to extend its work and in-

fluence in a way otherwise impossible except at the cost of large expenditures for specialists. Seven of these special collaborators have desks in the office of the bureau and give valuable assistance in carrying on its correspondence, making investigations, preparing reports, and otherwise. These and others also represent the bureau, at my request, at various conventions.

As mentioned elsewhere, representatives of the bureau were sent last fall, winter, and spring to Switzerland to study the means by which the Swiss schools have adapted their work so well to the needs of the people in their industrial and civic life, and to Denmark to study and report on the rural schools of that country.

At my request Dr. Henry Turner Bailey and Mr. Royal Bailey Farnum prepared for the bureau a select exhibit of drawing work done in the elementary and secondary schools of the United States. This exhibit, consisting of 96 large mounts showing drawings of various kinds in all the grades up to the last year of the high school and so arranged as to show progress from grade to grade, is sent by the bureau to cities and meetings of educational associations upon request and the payment of transportation.

At my suggestion State and county school officers in most of the States of the Union have agreed to begin a nation-wide campaign for a minimum rural school term of 160 days, a minimum qualification of four years of high school, and two years of college or normal-school education for rural school-teachers, and for good libraries in all the rural public schools, and also to make a better adjustment of the work of the rural schools to the needs of country life. These things can not be brought about immediately, but they will come more quickly if such a campaign can be carried on energetically and persistently. There is great need of it.

In every appropriate way I have tried to bring the people of the country to understand that the Bureau of Education is interested alike in all educational effort, and that it is equally at the service of public and private schools, public libraries, and all other educational agencies.

I desire to call attention again to the necessity of regrading and increasing salaries in this bureau. The salary of the chief clerk is now the same as that fixed by the act creating the bureau March 2, 1867. His duties require unusual qualifications, and the salary should be increased to not less than \$2,500. During the fiscal year for which this statement is made three of the seven specialists in the bureau resigned to accept administrative or teaching positions in leading colleges and universities at salaries much larger than they received from the bureau. As long as the scale of salaries remains as low as it is at present, the bureau can not hope to retain the serv-

ices of capable specialists. The nature of the work to be done by these specialists is such that it had better not be attempted at all than not done well.

Within the three years from July 1, 1910, to June 30, 1913, the work of this bureau has increased more than threefold, with an increase of only 20 per cent in appropriation. With the present appropriation and equipment the bureau can attempt to do only a small part of the work for which it was established and for which there is urgent demand. In my estimates submitted for the year 1915 I have included increases in the staff and salaries, the necessity of which should be impressed upon Congress.

RECOMMENDATIONS.

These estimates provide—

- (1) For necessary increases in salaries.
- (2) For an assistant commissioner, who should also be a specialist in secondary education, and should serve as the chief of a high-school division of the bureau.
- (3) For additional specialists and clerks in higher education, including universities, colleges, schools of technology, schools of professional education, and normal schools, with particular emphasis on the need of a specialist to devote his entire time and attention to the colleges of agriculture and mechanic arts for negroes in the Southern States.
- (4) For a considerable increase in the appropriation for the investigation of rural education, industrial education, and school hygiene, the present appropriation of \$15,000 being wholly inadequate for this purpose.
- (5) For the investigation of city school administration and education in city schools, which work the bureau is at present able to do only in the most meager and unsatisfactory way.
- (6) For the investigation of the education of exceptional children, for which there is an urgent demand, but for which the bureau now has no appropriation.
- (7) For the investigation of the education of adult illiterates and the dissemination of information as to the best methods of reducing the large amount of illiteracy of adult population in all parts of the country.
- (8) For the investigation of school and home gardening in cities and manufacturing towns, and for dissemination of information as to how this important form of industrial education may be promoted by the cooperation of the school and the home.
- (9) For the investigation of home education and the dissemination of information as to the best methods of the early physical, mental,

and moral education of children in the home and the cooperation of the home and school for the education of children of school age.

(10) For a specialist in educational theory and practice, to serve as a director of investigations in education, assisting National, State, and local committees and commissions and making available for them the large collection of material in the library of the bureau.

(11) For a librarian and an assistant editor, the first of which is needed for the better care and use of the bureau's large collection of books, pamphlets, and reports on education, and the second because of the large increase of work in the editorial department.

(12) For two additional translators, and for a specialist and two assistants in foreign and domestic systems of education, all of which are needed to enable the bureau to keep the people of this country informed in regard to the significant progress in education in other countries.

(13) For two additional collectors and compilers of statistics, to enable the bureau to obtain prompt and accurate information for its statistical reports.

(14) For necessary additional clerks, copyists, laborers, and messengers.

(15) For an increase in appropriation for traveling expenses for the commissioner and employees acting under his direction, which is necessary to enable them to make first-hand investigations of educational conditions in different parts of the country and to disseminate information by meeting with educational associations and other societies interested in education in different parts of the country.

(16) For cooperative investigation and experiment in secondary and elementary education to enable the bureau to carry on, with the help of expert educators, important investigations and definite experiments in education under scientific control.

(17) For an increase of \$400 in the appropriation for collecting statistics, etc., for which the present appropriation is inadequate.

(18) For an increase of \$48,000 in the appropriation for education in Alaska to enable the bureau to provide education for all of the Eskimos, Aleuts, Indians, and other natives in this territory for not more than two-thirds of whom it has yet been able to make adequate provision.

(19) For the appropriation of \$125,000 to enable the Secretary of the Interior, in his discretion and under his direction, and with the advice and cooperation of the Public Health Service, to provide for the medical and sanitary relief of the Eskimos, Aleuts, Indians, and other natives of Alaska for which there is an imperative demand and which is necessary not only to the life and health of the natives, but for the welfare of the white settlers as well.

(20) That the various lump-sum appropriations be made available for personal services in the District of Columbia and elsewhere, without which the best results can not be had from the expenditure of these funds.

I recommend that the necessity of the increase in appropriations as estimated be urged upon Congress.

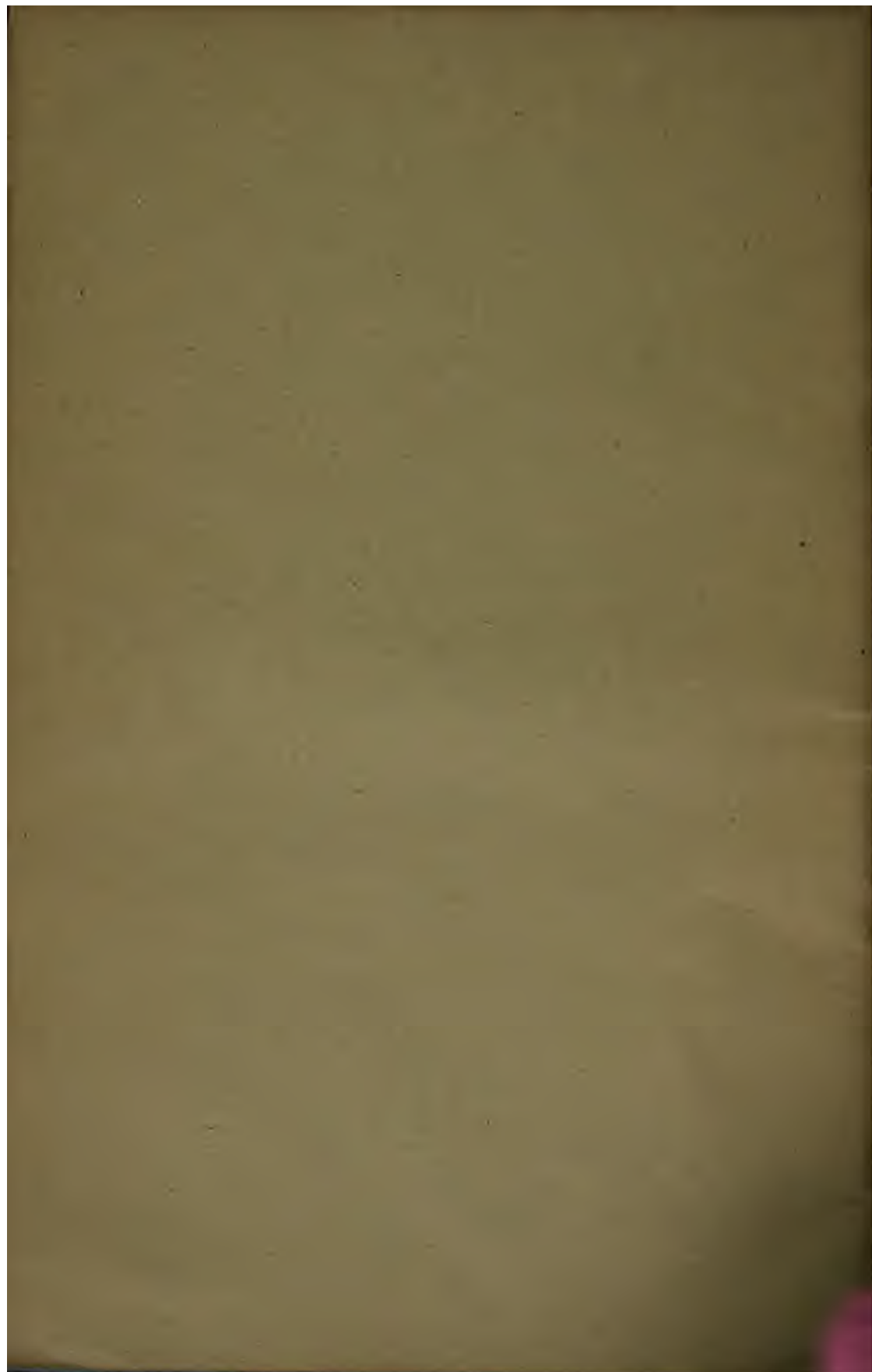
Respectfully submitted.

P. P. CLAXTON, *Commissioner*.

The SECRETARY OF THE INTERIOR.

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[Whole Number 578]

STATEMENT OF
THE COMMISSIONER OF
EDUCATION

TO THE SECRETARY OF THE INTERIOR

FOR THE FISCAL YEAR

ENDED JUNE 30

1907

U. S. Dep. of Educ.



WASHINGTON : GOVERNMENT PRINTING OFFICE : 1907



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[Whole Number 378]

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WASHINGTON : GOVERNMENT PRINTING OFFICE : 1907

STATEMENT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, September 14, 1907.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ended June 30, 1907. For convenience, those operations are grouped under the following heads:

- I. The annual report.
 - II. Other publications.
 - III. Library and museum.
 - IV. Agricultural and mechanical colleges.
 - V. Education in Alaska and reindeer for Alaska.
 - VI. Miscellaneous activities.
- These are followed by
- VII. Recommendations.

I. THE ANNUAL REPORT.

The distribution of the annual report for the year ended June 30, 1904, was practically completed in September, 1906. The report for the year ended June 30, 1905, was distributed in the months of June and July, 1907. The report for the year ended June 30, 1906, is now in press, and it seems probable that it can be distributed before the assembling of Congress. The manuscript of the last-named report was complete and ready for printing early in March, but it could not be taken up by the Printing Office till July, for the reason that the appropriation for the work did not become available till the new fiscal year. I purpose having the report for the year ended June 30 of each year ready for publication by the first day of March next following, and at an earlier date if possible. It is desirable that the appropriation for such publication be available at that time in order that the report may be printed and distributed before its contents are a year old.

In its new form, the annual report contains somewhat over half the number of pages commonly found in the reports of recent years. The statistical tables have not been reduced, the compression taking place in the chapters of miscellaneous educational information. For the

most part, the present arrangement will exclude from the annual report all general historical matter and discussions of the scientific aspects of education, and will limit its contents to matter which is current for the year to which it relates.

The annual reports for the years 1905 and 1906 show, in general, a continuance of the healthy growth of our educational institutions. There is an appearance of retrogression or, at least, of a pause in the advancement of the proportionate school enrollment. On the other hand, there are evidences of increased educational efficiency, in the advancing ratio of average daily attendance, in the lengthening of the school year, and in the increasing per capita expenditure for schools. Other notable facts presented in these two reports are the steady advance in the number of students in colleges and universities, the enlarged equipment of these institutions for instruction in the natural sciences, the tendency to elevate the standards of professional schools and the requirements for admission to the several professions, and the better coordination of educational agencies, public and private, local and national. Such coordinated activity is to be seen especially in recent improvements in rural education.

II. OTHER PUBLICATIONS.

A year ago the publication of a Bulletin of the Bureau was undertaken. The issues of this Bulletin are to appear at irregular intervals, as special need may arise and suitable matter may be ready to put forth. For example, the issue, no. 3, 1906, on *State school systems*, transmitted for publication in November of last year, was prepared primarily for the use of the education committees of the several State legislatures in session during the winter. It presented an annotated index of the legislation of all of the States in matters relating to education during the two preceding years, together with summaries of certain important decisions of State supreme courts in recent cases affecting the schools. In like manner, one of the numbers now in preparation, by Prof. L. H. Bailey, of Cornell University, which will deal with the work of the land-grant colleges, is intended particularly as an aid to those colleges in carrying out the provisions of the Nelson amendment to the agricultural appropriation act for 1908. Plans are making for numerous other issues of the Bulletin in the near future, which, it is believed, will be very useful in many different directions. Some of these are to appear in revised form annually or biennially, and others are to embody the results of special investigations. The usefulness and the timeliness of the matter are first considerations.

In past years numerous "Circulars of Information" have been issued by this Office. The series of histories of education in the several States, edited by Prof. Herbert B. Adams, and various

other monographs of considerable value, have appeared in this form. The publication of such Circulars of Information should, in my judgment, be resumed, the series to include historical and other works of permanent value in the field of education.

III. THE LIBRARY AND MUSEUM.

The library of the Bureau is already a very valuable collection. It contains well over 80,000 bound volumes and about 100,000 pamphlets. For the most part it is a special collection, relating to education and subjects closely allied with education. In certain portions of its field, notably in the official publications of education departments, American and foreign, it is far and away the leading collection in this country. As such it can be made of incalculable value to students of education, and to legislative bodies and administrative officers having to do with educational affairs. Since the close of the year to which this statement relates, the library has been placed in charge of an experienced and highly trained librarian. It is to be expected that the reorganization which he has undertaken will bring this collection into more effective relations with the Library of Congress and with other libraries of the Government. It will undoubtedly render the library more useful also to the other activities of this Bureau, and in the general educational movements of the country. It is intended first of all to remove from the collection any portions which would now be more generally useful in the District Library or the Library of Congress, and in future to keep this collection closely to the needs and general purposes of an education office.

Considerable beginnings have been made in past years in the collection of materials for an educational museum. These materials have been drawn in large part from the educational exhibits of several world's fairs. To round out this collection and make it available for use will involve large expenditures—larger, in fact, than I could ask for at this time without endangering appropriations more immediately and urgently needed. I have found, moreover, that, in the cramped quarters occupied by the Bureau, the museum materials have been seriously impeding the use of the library. These materials have accordingly been carefully boxed and placed in storage against the day when they can be properly displayed and cared for. Certain models and instruments belonging to this collection have been loaned to the public schools of the District and to the Government Hospital for the Insane, where they can be put to immediate use.

A very moderate advance is asked in the special appropriation for the library, namely, the increase of the appropriation "for books for library, current educational periodicals, other current publications, and completing valuable sets of periodicals," from \$250 to \$2,000.

IV. AGRICULTURAL AND MECHANICAL COLLEGES.

Under the act of Congress approved August 30, 1890, the so-called second Morrill Act, each State and Territory now receives the sum of \$25,000 annually for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts," etc. The Nelson amendment to the Department of Agriculture appropriations act of March 4, 1907, provides for a progressive enlargement of this endowment. It appropriates to each State and Territory, in addition to the sums named in the act of August 30, 1890, the sum of \$5,000 for the year ending June 30, 1908, with an annual increase in the amount of such appropriation thereafter for four years by the additional sum of \$5,000 over the preceding year. The annual sum to be paid thereafter to each State and Territory under these two acts is to be \$50,000.

These acts both require that annual reports be made to the Secretary of the Interior by the presidents and treasurers of the institutions receiving the benefits thereof, and place upon the Department the duty of ascertaining whether the several States and Territories are entitled to receive the annual instalments of the fund. The Bureau of Education acts as the medium of communication between the Department and the institutions concerned and collects and examines the reports that are to be made by these institutions to the Secretary of the Interior. The detailed statistics of the several institutions for the year ended June 30, 1906, are contained in the annual report of this Office, now in press. One encouraging fact which appears from the reports of these institutions is that an increasing proportion of their funds is provided by State appropriations. Ten years ago the amount of the State support which they received was \$2,218,100, while in 1906 the amount was \$7,531,502, an increase of about 240 per cent. In 1896 they received in the aggregate 29 per cent of their support from the National Government. In 1906, owing to the increase of State appropriations, only 15.4 per cent came from the National Government. In 1896, twenty-five of these institutions received more than one-half of their support from the National Government. In 1906 this number was reduced to fifteen.

The recent reports of these institutions show, moreover, a noticeable increase in the number of students enrolled in agricultural courses and in the various courses in engineering. Along with this advance there is seen a marked increase in the proportion of the funds provided by the National Government under the act of August 30, 1890, which is devoted to agricultural and engineering subjects. In the year 1896 only 12.6 per cent of these funds in the aggregate was devoted to technical instruction in agriculture; in the year 1906 this proportion rose to 17.6 per cent. Similarly, in the

year 1896, only 25 per cent of these funds went for instruction in subjects relating exclusively to the mechanic arts, while in 1906 this proportion had risen to 30.5 per cent.

In the annual report of this Office for the year 1905, attention was called to the need of special provision for the training of teachers in the elements of agriculture and mechanic arts, in order that these subjects may be properly taught in the secondary schools of agriculture and mechanic arts which are coming into existence throughout the United States. There is danger that such schools may be established more rapidly than properly prepared teachers can be provided for them. The Nelson amendment to the act of March 4, 1907, referred to above, provides that a portion of the new funds for the land-grant colleges therein appropriated may be devoted to courses for the special training of such teachers. This provision will undoubtedly do much to relieve the situation, though much will still remain to be done. Each of the States is now enabled to use during the current year a portion of \$5,000 for such special courses, and in each of the following years a larger sum may be so used.

The relation which the Bureau of Education bears to these institutions may be made of great importance. The fact is to be noted that the land-grant colleges have to do with both agriculture and the mechanic arts. After all the good work done by the Department of Agriculture in developing their activities, there remains much for the Department of the Interior to do, by way of realizing their full value to our educational system as a whole. Close cooperation of the two Departments in such work, without duplication of work at any point, is what is sought. Such cooperation is already well under way, with every promise of an effective and economical service for the benefit of the colleges. In view of the connection of the Bureau of Education with these colleges, and in view also of its responsibility in furthering the whole movement of industrial education in this country, I am asking for the appointment of a highly competent specialist in the Bureau to deal with all educational activities of this class.

V. EDUCATION IN ALASKA AND REINDEER FOR ALASKA.

EDUCATION IN ALASKA.

For the support of the United States public schools for natives in Alaska during the fiscal year ending June 30, 1908, Congress appropriated the sum of \$200,000, \$100,000 of this amount to be used for the establishing of additional day schools for the natives of Alaska.

Under this provision for additional day schools, Mr. W. T. Lopp, superintendent of schools in northern Alaska, has been authorized

to supervise the erection of school buildings on Little Diomedé Island, in Bering Strait, and at Kobuk village, on the Kobuk River, about 300 miles from its mouth; Mr. Franklin Moses, formerly teacher of the public school at St. Michael, Alaska, has been authorized to supervise the erection of buildings at Stevens Camp, Rampart, and Kokrines, on the Yukon River, and at Little Delta, Tolovana, and Nenana, on the Tanana River; and Mr. A. R. Law, formerly teacher of the Government school at Kasaan, Alaska, has been authorized to supervise the erection of buildings at Seldovia and Kenai, in western Alaska. It has, however, been found inadvisable to attempt the erection of the proposed buildings at Little Delta and Tolovana at this time. From the appropriation "Education of natives in Alaska, 1907," the erection of school buildings was undertaken at Igloo and Sinuk, in northern Alaska, and these are now under way. There are accordingly 10 new school buildings now going up in different parts of the Territory.

The Government superintendents of schools are making careful inquiry with reference to the places in other sections of Alaska where schools and school buildings are most urgently needed; and Dr. Francis H. Gambell, formerly superintendent of the Eaton Reindeer Station, has been sent as a special agent of the Bureau to make investigation of a reported need of schools in the vicinity of Lake Iliamna, on the Susitna River, and on the shores of Cook Inlet, in western Alaska—a region difficult of access. On the basis of information secured in these ways, a number of additional school buildings are to be erected later in the year.

To assist the Commissioner in a reorganization of the Alaska school service and of the Alaska reindeer service, Mr. Harlan Updegraff, of New York, was appointed to the position of chief of the Alaska division. Mr. Updegraff entered upon his duties May 1, 1907, and during June, July, and August made the annual inspection of the schools and reindeer stations on the shores of Bering Sea and of the Arctic Ocean. The northern district of Alaska, which has been formed to include all that part of Alaska affected by the reindeer enterprise, has been placed under the superintendence of Mr. W. T. Lopp. Mr. William A. Kelly has been reappointed superintendent of schools in the southern district.

During the fiscal year ended June 30, 1907, the Bureau of Education maintained 52 United States public schools for natives in Alaska. Reports have not as yet been received from 4 of these schools. In the remaining 48 schools the total enrollment was 2,483 and the average attendance 1,076.

Plans are in the making for progressive modifications in the methods employed in the schools, with a view to render the natives better able to care for themselves. Beginnings have been made in indus-

trial training in some of the schools as well as in connection with the reindeer herds. It is proposed that the natives be instructed in the best methods of catching and curing fish, in caring for all parts of the walrus and whale that are merchantable, in the handling of wooden boats, in the tanning and preparing of skins, in coal mining, and in the elements of agriculture. Furthermore, it is proposed to aid them in acquiring the best methods of preserving that portion of the products which they will need for themselves and in the best methods of marketing that which they sell.

Much experimentation will doubtless be required in order to determine the best ways of accomplishing these ends, and a large degree of flexibility is desirable, in the system of supervision and in the conduct of separate schools, until the best available means and methods shall have been found.

The obtaining of medical treatment free of charge is one of the most pressing needs of the natives throughout Alaska. The teachers at Barrow, Wainwright, Icy Cape, Wales, Diomed, Igloo, St. Michael, Nulato, and Stevens Camp, where there is no resident physician, and on St. Lawrence Island, where the teacher is himself a physician, have been furnished with medical supplies and medical text-books to enable them to give aid to the natives. It is hoped that small hospitals or single wards may be provided later in connection with the schools in the remote villages where medical aid can not otherwise be obtained, and that two or three well-equipped hospitals may be established in central locations, where regular medical and surgical treatment may be provided and where natives may be trained to serve as nurses in their home communities.

I desire to express my appreciation of the courtesy of the Secretary of War in providing for the distribution of relief at the military posts in Alaska and also in providing for the transportation by the United States Army transport on the Yukon River of the supervisor of construction of Government schools, together with building materials for those schools. I desire to express like appreciation of the courtesy of the Secretary of the Treasury in providing for the transportation of agents and teachers of this Bureau and miscellaneous supplies for the northern schools on the revenue cutter *Thetis*.

A law requiring attendance of native children at school and prescribing a penalty for its nonobservance would be of great advantage. It should be provided, however, that it be left to the discretion of the Secretary of the Interior to name the places to which the law should be applied. This is desirable by reason of the fact that conditions as regards both its suitability and its enforcement differ widely in different places.

Expenditure of appropriation Education of natives of Alaska, 1907.

Amount appropriated.....	\$100,000.00
Salaries of officials and clerks.....	\$6,470.00
Salaries of three local superintendents.....	4,350.00
Salaries of 67 teachers.....	39,256.00
Supplies for 52 schools.....	9,824.79
Rations issued for the relief of destitute natives.....	623.30
Repairs to 11 schools.....	1,853.25
Fuel and light.....	7,595.77
Rent of one building for school purposes.....	45.00
Freight on supplies.....	4,630.46
Traveling expenses of officials and teachers.....	4,861.55
Reserved for erection and purchase of three school buildings..	10,275.00
Outstanding liabilities.....	162.15
Reserved for contingencies.....	10,052.73

Total..... 100,000.00

Proposed expenditure of appropriation Education of natives of Alaska, 1907-8 [for additional schools].

Appropriation.....	\$100,000
Erection of 8 buildings, at \$5,000 each.....	\$40,000
Erection of 7 buildings, at \$4,000 each.....	28,000
Teachers' salaries.....	7,500
Traveling expenses.....	2,000
Furnishing of school rooms.....	2,400
Furnishing of living rooms.....	1,500
School supplies (text-books, etc).....	\$2,000
Industrial apparatus.....	\$500
Medicines.....	570
Fuel and light, coal, wood, kerosene, etc.....	2,900
Special encouragement of industrial education.....	400
Freight.....	2,000
Architects' plans and blueprints.....	230
Reserved for contingencies.....	10,000

Total..... 100,000

Proposed expenditure of the appropriation Education of natives of Alaska, 1908.

Appropriation.....	\$100,000
Salaries of office force.....	\$8,800
Salaries of superintendents in Alaska.....	6,300
Salaries of local teachers and traveling teachers.....	45,000
Traveling expenses of inspectors, superintendents, teachers, and traveling teachers.....	7,000
Supplies, rent, furnishing of living rooms, of apparatus for industrial education, repairs, medicines, etc.....	13,000
Fuel and light, coal, wood, kerosene, etc.....	7,000
Freight.....	3,000
Relief fund for destitute natives.....	5,000
Encouragement of industrial work.....	1,000
Reserved for contingencies.....	3,900

Total..... 100,000

THE ALASKA REINDEER SERVICE.

A code of rules and regulations for the Alaska reindeer service has been prepared, which received the approval of the Secretary of the Interior on June 10, 1907. It provides that the general supervision of the reindeer herds shall be included in the duties of the district superintendent of schools in northern Alaska, each herd being under the immediate supervision of the teacher of the local United States public school, except as otherwise provided by special appointment or contract. The duties of the district superintendent and of local superintendents, apprentices, and herders are enumerated and defined.

The purpose underlying these rules and regulations is the general distribution of reindeer among the natives of Alaska as rapidly as the natives can be trained to care for and use the deer; and the establishment of the reindeer enterprise upon a self-supporting basis as far as the conditions of the market for reindeer products will permit. Under the present plan it is possible for natives to acquire deer by purchase as well as by service as apprentices at reindeer stations, on condition that the purchaser make proper provision for the care of his reindeer.

Forms of contract have been prepared for use in turning over reindeer to missions in Alaska, in accordance with the provisions of the act of March 4, 1907 (34 Stat. L., p. 1338), such reindeer to be held in trust for distribution among the natives of Alaska. These contracts provide that the net income derived by mission societies from the reindeer enterprise shall be devoted to the support of apprentices in the reindeer industry.

Forms of agreement, to be signed by natives of Alaska upon entering the reindeer service as apprentices and by trained herders upon satisfactorily completing the four years of apprenticeship, have also been prepared.

In order to enable the local superintendents to keep complete and systematic record of affairs at the reindeer stations in Alaska, blank forms have been prepared for their use, showing the number and ownership of the reindeer, the efficiency of the apprentices and herders, and receipts and expenditures in connection with each station. Other forms have been prepared for the use of local superintendents and natives throughout the year in keeping a record of supplies received and issued at the station and of all cash receipts [and disbursements, and for the making of the prescribed annual reports.

Expenditure of appropriation Reindeer for Alaska, 1907.

Amount appropriated	\$9,000.00
Supplies	\$6,457.32
Printing	1,171.87
Transportation	695.00
Reserved for unforeseen contingencies	675.81
Total	9,000.00

Proposed expenditure of appropriation Reindeer for Alaska, 1908.

Appropriation	\$9,000
Support of 37 apprentices, at \$150	\$5,550
Expense of establishing new herds	1,200
Materials for making harness	100
Lumber and hardware for erection of cabins at places where herds are located and along the trails connecting reindeer stations	300
Expense of holding a reindeer institute	500
Reserved for contingencies	1,350
Total	9,000

Total reindeer in Alaska June 30, 1906.

Station.	Year established.	Adults.	Fawns.	Total.
Teller	1892	834	335	1,169
Wales	1894	914	364	1,278
Golovin	1896	975	459	1,434
Unalakleet	1897	845	342	1,187
Barrow	1898	548	249	797
Gambell	1900	178	75	253
Bethel	1901	1,175	395	1,570
Kotzebue	1901	653	327	980
Koserefsky	1901	178	80	258
Eaton	1902	1,047	347	1,394
Kivalina	1905	194	85	279
Deering	1905	433	214	647
Iliamna	1905	401	134	535
Tanana	1905	322	126	448
Shishmaref	1906	414	185	599
Total		9,111	3,717	12,828

* This herd was first established at Nulato and was transferred to Koserefsky in December, 1905.

Reindeer loaned to missions and Laplanders.

Station.	Number loaned.	When loaned.	Expiration of loan.
Bahr, O. O. (Unalakleet)	100	July 1, 1901	June 30, 1906
Bals, N. P. (Eaton)	100	Mar., 1906	Mar., 1911
Bals, P. N. (Eaton)	100	Mar., 1906	Mar., 1911
Bango, I. (Tanana)	100	Mar., 1906	Mar., 1911
Bethel (Moravian)	176	Feb. 26, 1901	Feb. 26, 1906
Deering (Friends)	100	Jan. 18, 1905	Jan. 18, 1910
Golovin (Swedish Lutheran)	50	Jan. 16, 1896	Jan. 16, 1899
Klemetsen, N. (Golovin)	100	July 1, 1902	June 30, 1907
Kotzebue (Friends)	95	Sept. 2, 1901	Sept. 2, 1906
Nilima, A. S. (Kotzebue)	99	July, 1901	June 30, 1906
Nulato* (Roman Catholic)	100	Mar., 1901	Mar., 1906
Sara, N. P. (Bethel)	100	July, 1901	June 30, 1906
Spein, P. M. (Bethel)	100	July, 1901	June 30, 1906
Tanana (Episcopal)	100	Mar., 1906	Mar., 1911
Teller (Norwegian Lutheran)	100	Sept. 1, 1900	Sept. 1, 1905
Unalakleet (Swedish Lutheran)	100	July 1, 1903	June 30, 1908
Wales (Congregational)	118	Aug., 1894	Gift.

* In December, 1905, this herd was transferred to the Roman Catholic Mission at Koserefsky.

REINDEER FOR ALASKA.

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Reindeer statistics by stations, 1906.

	Teller.	Wales.	Golovin.	Unalakleet.	Barrow.
Year established.....	1892	1894	1896	1897	1898
Lapp and Finn herders.....			1	1	
Independent native herders.....	5	8	5	3	1
Government apprentices.....					9
Missions' apprentices.....	3	2	4		
Lapps' apprentices.....			1	2	
Herders' apprentices.....	4	6	2	3	2
Total apprentices.....	7	8	7	5	11
Reindeer owned by Government.....	349	282	55	391	79
Reindeer owned by Government apprentices.....					458
Reindeer loaned by Government.....			100	100	
Reindeer owned by missions.....	325	321	535		
Reindeer owned by missions' apprentices.....	(a)	17	65		
Reindeer owned by Lapps.....			263	300	
Reindeer owned by Lapps' apprentices.....			8	29	
Reindeer owned by herders.....	495	644	364	320	251
Reindeer owned by herders' apprentices.....	(a)	14	43	47	9
Total reindeer.....	1,169	1,278	1,434	1,187	797
Total owned by Eskimos.....	495	675	480	396	718
Total trained sled deer.....	45	29	64	38	23
Total being trained.....		35	19	17	3
Receipts from sale of meat, etc.:					
Missions.....	\$681.00	\$529.35	\$686.00		
Lapps.....			675.00	\$400.00	
Eskimos.....	755.00	1,427.00	622.00	280.00	
Total.....	1,436.00	1,956.35	1,983.00	680.00	

	Gambell.	Bethel.	Kotzebue.	Koserefsky.	Eaton.
Year established.....	1900	1901	1901	1901	1902
Lapp and Finn herders.....	c 2	2	1	41	1
Independent native herders.....	1	2			5
Government apprentices.....	5				
Missions' apprentices.....		4			3
Lapps' apprentices.....		2	5	1	
Herders' apprentices.....					2
Total apprentices.....	5	6	7	1	5
Reindeer owned by Government.....	154		194		
Reindeer owned by Government apprentices.....	31				
Reindeer loaned by Government.....		e 376		e 100	300
Reindeer owned by missions.....		324	307	158	266
Reindeer owned by missions' apprentices.....		30	40		39
Reindeer owned by Lapps.....		692	411		f 80
Reindeer owned by Lapps' apprentices.....		10	12		
Reindeer owned by herders.....	68	138			637
Reindeer owned by herders' apprentices.....					71
Total reindeer.....	253	1,570	980	258	1,394
Total owned by Eskimos.....	99	178	52		747
Total trained sled deer.....	17	77	37	4	42
Total being trained.....	10	10		3	20
Receipts from sale of meat, etc.:					
Missions.....			\$950.00		
Lapps.....			\$950.00		
Eskimos.....					
Total.....			1,900.00		

a The mission and herders at this station do not give deer to apprentices until they have completed their terms.

b One of these deer (a sled deer) is owned by a white man.

c Finlanders who left the herd in June, 1906, and who owned no deer.

d Owns deer in the Eaton herd.

e These loans have expired but the Government has not yet made arrangements for the return of the deer.

f These deer are owned by P. and N. Bals, who are respectively in charge of the herds at Eaton and Koserefsky. (See d.)

g Includes 16 sled deer owned by white men.

h One sled deer is owned by a white man.

i Estimated.

Reindeer statistics by stations, 1906—Continued.

	Kiva- lina.	Deering.	Illamna.	Tanana.	Shish- maref.	Total.
Year established.....	1905	1905	1905	1905	1905	.....
Lapp and Finn herders.....			a 2	1		b 12
Independent native herders.....	3	5		3	5	46
Government apprentices.....			2			16
Missions' apprentices.....		4			1	27
Lapps' apprentices.....						7
Herders' apprentices.....	4				1	24
Total apprentices.....	4	4	2		2	74
Reindeer owned by Government.....			535		6	2,045
Reindeer owned by Government appren- tices.....						489
Reindeer loaned by Government.....		100		200		1,276
Reindeer owned by missions.....		86		c 3	224	2,549
Reindeer owned by missions' apprentices.....					9	200
Reindeer owned by Lapps.....				41		1,787
Reindeer owned by Lapps' apprentices.....						59
Reindeer owned by herders.....	262	461		204	351	4,195
Reindeer owned by herders' apprentices.....	17				9	210
Total reindeer.....	279	647	535	448	599	12,828
Total owned by Eskimos.....	279	461		204	369	5,153
Total trained sled deer.....	16	21	49	18	23	503
Total being trained.....	4	4				125
Receipts from sale of meat, etc.:						
Missions.....		\$42.55				\$2,888.90
Lapps.....						2,025.00
Eskimos.....	\$704.00	d 70.00			\$1,802.35	5,660.35
Total.....	704.00	112.55			1,802.35	10,574.25

a Neither of these owns deer.

b Only eight of these own deer.

c The mission has sublet some of its deer to the herders.

d Estimated.

For the year ended June 30, 1907, the reports of only 10 of the 15 stations have as yet been received. These show an increase of 1,701 in the number of reindeer, from 7,599 in 1906 to 9,300 in 1907. If this rate of increase was maintained in the other herds, as now seems probable, the total number of domestic reindeer in Alaska on the first day of July, 1907, was about 15,500. Of the 9,300 reindeer at the 10 stations reported, 4,386 belonged to natives, an increase of 865 in the past year, which brings the percentage of the reindeer owned by natives at these stations up to 47.1, as compared with the total number of reindeer at the same stations. There were 41 native apprentices at these stations in 1906 and 47 in 1907.

VI. MISCELLANEOUS ACTIVITIES.

Additional information with reference to the work of the several divisions of this Office follows.

DIVISION OF CORRESPONDENCE AND RECORDS.

The following statement shows the amount of work done by the division of correspondence and records:

Mail received:

Letters.....	12, 475
Documents by mail.....	10, 024
Documents from Government Printing Office.....	59, 136
Statistical forms.....	17, 018
Periodicals, newspapers, etc.....	14, 636
Acknowledgments for documents sent out.....	30, 539

Mail sent out (not including statistical forms):

Letters.....	10, 476
Documents.....	95, 321

Miscellaneous work:

Newspapers examined and clipped.....	1, 052
Pages in press-copy books indexed.....	14, 556
Ordinary records and bookkeeping.....	

Registered mail received (pieces):

From the Smithsonian Institution.....	168
From Alaska.....	34
From miscellaneous sources.....	80

Registered mail sent out.....	502
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DIVISION OF STATISTICS.

During the year ended June 30, 1907, twenty-three different forms of inquiry were sent out by this Bureau, embracing 658 different items. In the aggregate, about 45,000 of these forms were mailed. The tabulated answers to these inquiries fill about three-fifths of the Commissioner's annual report.

Prof. Edward L. Thorndike, of Columbia University, whose work in the field of educational statistics is well known throughout the country, has assisted in the revision of the blanks employed by this Office in the collection of statistical information. The new forms, to be used in the report for 1907, will make no serious break of continuity with the tables published in recent years; but they will secure greater precision in the items enumerated and will increase the availability of the information which they elicit, for the purposes of useful comparison. Certain portions of the information to be reported will be called for only once in five years. These portions have been so arranged that one subject will be taken up each year. It is intended that the several subjects shall recur in the same order in successive five-year cycles, so that comparisons in any case may be

made by five-year periods. Under this arrangement, the special inquiries for the year 1907 related to the teaching force in all of the different institutions included in the annual tables.

It is evident that certain statistical inquiries of this Office can be improved by sending members of the Office force to study personally the methods of gathering and reporting the local statistics of representative centers. With this end in view a representative of the Bureau was sent in June to New York to make a beginning of such personal study on the ground. Through the courtesy of Superintendent Maxwell and his associates and with the assistance of Professor Thorndike he was enabled to get an insight into the system of reports and records in the New York office, besides observing some of the newer developments of the school system of that city. I believe that good will come in many ways from establishing such relations between the Bureau and the leading cities of the country.

LIBRARY DIVISION.

The work of the library is shown by the following statement:

Books added to library.....	1, 315
Bibliographies compiled (pages).....	850
Index cards made for card catalogue of books, pamphlets, etc., about.....	20, 000
Volumes received from the bindery.....	550
Total number of volumes in library June 30, 1907.....	82, 022

EDITORIAL DIVISION.

During the year covered by this statement the proofs of the annual report for 1905 were read, and the work of preparing the report for 1906 for the printer was concluded. The publication of three numbers of the bulletin for 1906 was supervised by this division. No. 1 of the bulletin for 1907 was completed except final reading of the page proof, and the manuscript of two additional numbers was prepared for the press.

VII. RECOMMENDATIONS.

The appropriations for the general activities of the Bureau for the year 1908 aggregate \$66,250, distributed over the items, rent, salaries, library, collecting statistics, and distributing documents. The publication of the annual report and miscellaneous printing and binding are paid for from the appropriation for public printing and binding for the Interior Department. These expenditures for this Bureau for the current year are estimated at a minimum of \$40,000, including \$20,000 for the annual report for 1906. The cost of stationery, postage, and contingent expenses is also defrayed from general appropriations for the Department of the Interior. The appropriations for education and reindeer in Alaska, amounting to \$209,000 for the current year, have been referred to in a foregoing section.

The estimates for the year 1909 look to a decided strengthening of the Bureau in certain directions in which the educational needs of the country clearly call for such advance.

Emphasis should be laid on the fact that the Bureau has altogether outgrown its present quarters. At least twice the floor space which it now occupies should be provided for the accommodation of its ordinary activities, and it is very desirable that there be added room for occasional educational conferences of a national character. The need of further provision for the library has been mentioned in the third section of this report, and the need of a specialist in industrial education is presented in the fourth section.

A specialist in higher education is needed to deal with certain special relations of the Bureau with universities and professional schools. The movements directed to the standardizing of American higher and professional degrees, which are now in progress, emphasize the importance of a fully equipped central office for the collection and dissemination of much information of a technical sort, and particularly for the carrying on of correspondence relating to such matters. The effort of the graduate schools of our universities to get into closer cooperation one with another points in the same direction. The Bureau of Education was established expressly "for the purpose of * * * diffusing such information * * * as shall * * * promote the cause of education throughout the country." In pursuance of this purpose, one of the things urgently needed at this time is that it should facilitate the cooperation of these higher institutions. And to that end it requires the special services of a man of university standing in the position that I have proposed.

An inquiry into the places where the help of this Office is most needed has brought to notice the fact that one of the great weaknesses of our educational system is in the matter of school attendance, and further inquiry shows that the question of school attendance is closely bound up with questions of child labor, of hygiene and sanitation, in school and out, of parental neglect in many forms, and with others of the same general group of questions. It is clear that educational improvement is conditioned upon many things affecting the general welfare of children, and that this Office should do much to diffuse information and spread a wholesome influence touching these things. To this end the appointment of a highly competent specialist in the welfare of children is desired and recommended.

In order that the publications of the Bureau may be made more widely useful, they should embody the results of extended investigations. Larger appropriations are needed for the preparation of such special reports (under the item collection of statistics, etc.) and for the printing of the same, and the effective handling of this side

of the Bureau's activities will require the services of a competent editor.

A few of the living questions which now call for such investigation may be mentioned by way of illustration:

The obstacles to interstate and international comity as regards degrees and licenses in medicine and in the allied professions.

The system of accounting and the financial and statistical reports of city school systems.

The apprenticeship system and the trade school in their present relations.

Standards of commercial education in schools of secondary grade.

Reasons and remedies for unsatisfactory school attendance.

Medical inspection of schools and related topics.

Hygienic and economical construction of school buildings.

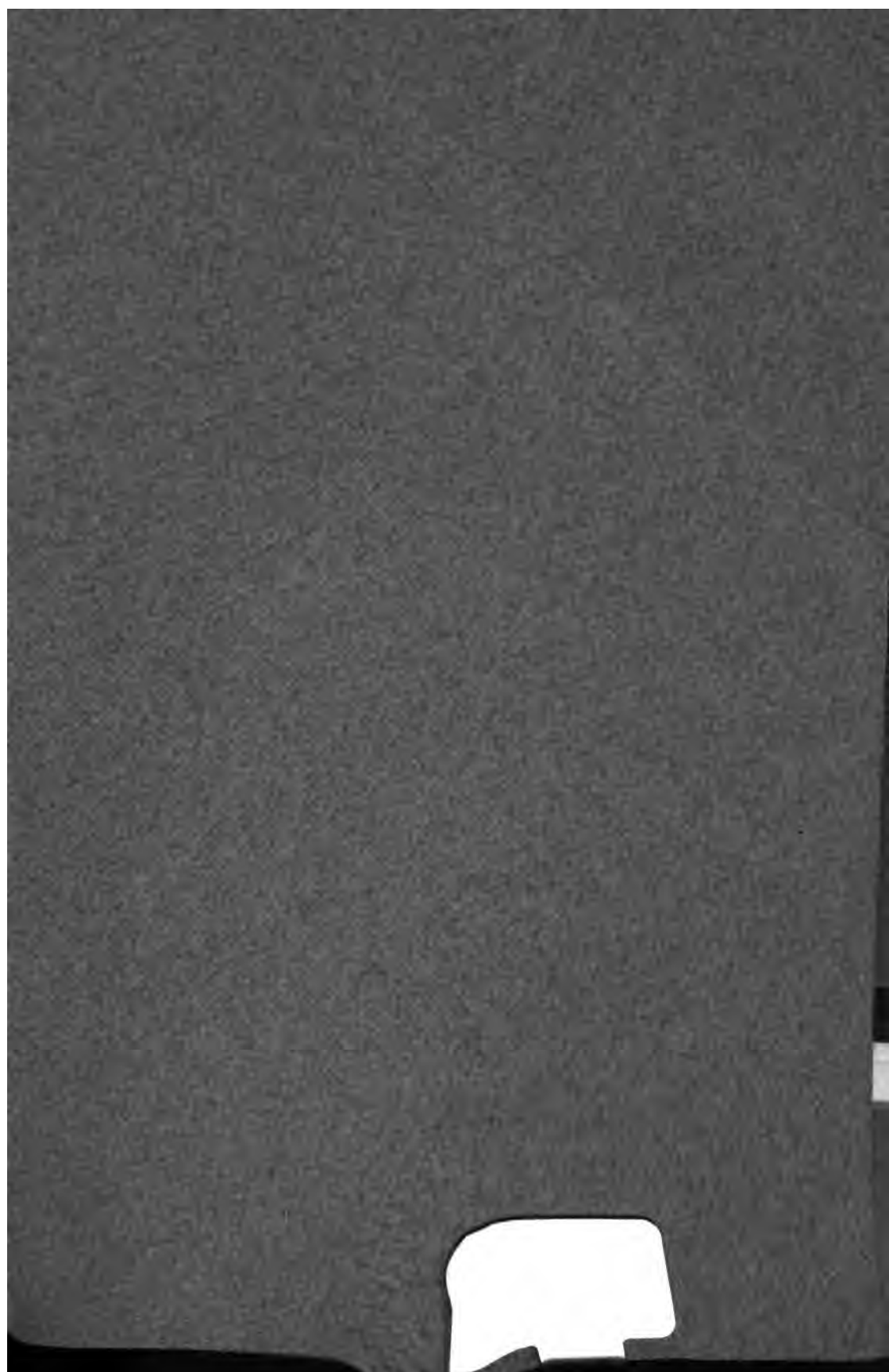
Some of these questions point to the need of the employment in the near future of expert assistance in the regular work of the Bureau additional to that to be rendered by the specialists mentioned above, and suggest the advisability of having a lump sum appropriated to pay for such assistance as the need in different directions shall become urgent.

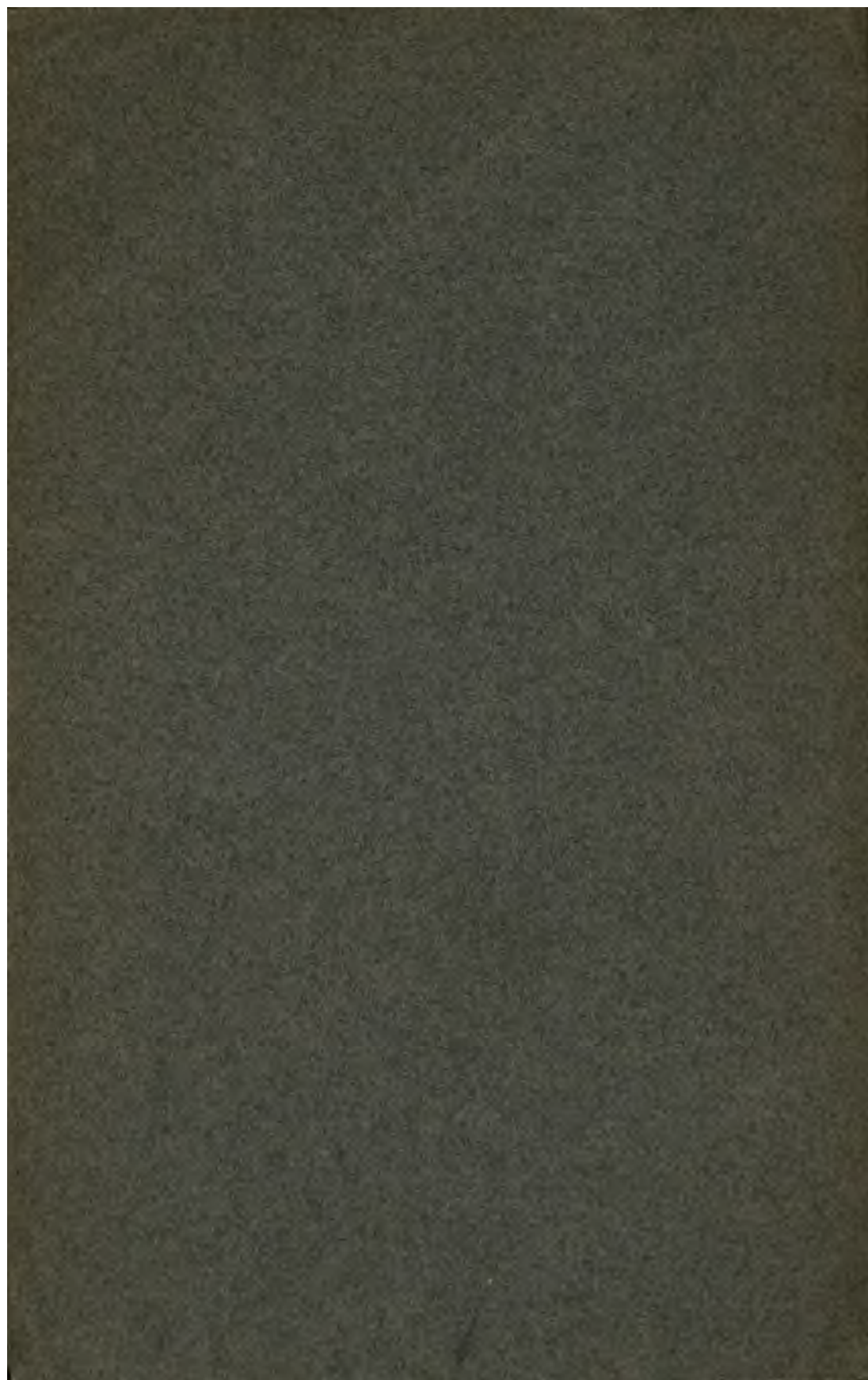
All of which is respectfully submitted.

ELMER ELLSWORTH BROWN,
Commissioner.

The SECRETARY OF THE INTERIOR.







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[Whole Number 266]

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ANNUAL STATEMENT

OF THE

COMMISSIONER OF EDUCATION

TO THE

From

SECRETARY OF THE INTERIOR

Nov. 17, 1900

FOR THE

FISCAL YEAR ENDED JUNE 30, 1900.

U. S. Bur. of Educ.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1900.



[Whole Number 266]

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ANNUAL STATEMENT
OF THE
COMMISSIONER OF EDUCATION.


DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 1, 1900.

SIR: I have the honor to submit the following statement of the operations of this office for the fiscal year ended June 30, 1900:

Since my last statement the Annual Report of this office, giving statistics for the year 1897-98, has been delivered by the Public Printer and distributed to institutions of education in this country and abroad. The Report containing the statistics for the year 1898-99 is in the hands of the Public Printer, the first volume of the same being ready for distribution and the second volume nearly all stereotyped.

The grand total in all schools, elementary, secondary, and higher, public and private, for the year ended July 1, 1899, was 16,738,362, of which the number enrolled in the common schools, elementary and secondary, was 15,138,715. Twenty and one-half per cent of the entire population was enrolled in the public elementary schools and high schools. I have added below ten tables showing the detailed statistics by States and census divisions of the country, showing the items of attendance, teachers, and expenditures for elementary instruction, secondary instruction, and instruction in colleges, universities, and professional schools.

I bring together the totals of these ten tables in the following summary:



Tabular summary showing total number of pupils and students of all grades in both public and private schools and colleges, 1898-99.

NOTE.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic Division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic Division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central Division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma. *North Central Division:* Ohio, Indiana, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western Division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades).		Pupils receiving secondary instruction (high-school grade). <i>a</i>		Students receiving higher instruction.								
	Public.	Private (largely estimated).	Public. <i>b</i>	Private (in preparatory schools, academies, seminaries, etc.).	In universities and colleges. <i>c</i>			In schools of medicine, law, and theology. <i>e</i>			In normal schools, <i>g</i>		
					Public. <i>d</i>	Private.	Total.	Public. <i>f</i>	Private.	Total.	Public.	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
The United States	14,662,488	1,198,882	498,549	166,678	30,050	73,201	103,251	8,540	46,594	55,134	44,808	23,572	468,38
North Atlantic Division.....	8,470,543	503,050	153,612	51,675	5,155	27,458	32,613	251	16,935	17,186	17,714	2,235	19,949
South Atlantic Division.....	2,115,448	88,947	27,404	24,004	3,762	10,200	13,962	831	6,017	6,848	8,794	1,581	5,375
South Central Division.....	2,903,112	147,172	37,151	31,552	2,848	11,407	14,249	1,118	4,740	5,858	3,272	4,155	7,427
North Central Division.....	6,446,865	423,170	242,635	49,863	14,180	21,038	35,273	5,566	17,572	23,138	16,325	14,826	31,151
Western Division.....	726,580	31,543	27,727	9,614	4,105	3,049	7,154	774	1,380	2,104	3,703	775	4,478

a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils, who are classed in columns 2 and 3.

b This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 9-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

d Mainly State universities and agricultural and mechanical colleges.

e Including schools of dentistry, pharmacy, and veterinary medicine.

f Mainly in schools or departments of medicine and law attached to State universities.

g Nonprofessional pupils in normal schools are included in columns 4 and 5.

h There are, in addition to this number, 25,307 students taking normal courses in universities, colleges, and public and private high schools. (See Chap. XL, vol. 2.)

TABLE I.—Total number of pupils and students of all grades in both public and private schools, 1898-99.

Division.	Summary of higher (including normal) instruction.			Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils.			Per cent of public pupils.			
	Public.	Private.	16	Elementary.	Second-ary.	Higher.	Public.	Private.		Elementary.	Second-ary.	Higher.	Elementary.	Second-ary.	Higher.	All grades.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
The United States...	88,398	143,367	15,856,370	655,227	226,765	15,234,435	1,503,927	16,738,362	94.73	3.91	1.35	92.47	74.56	36.78	91.02	
North Atlantic Division...	23,120	46,628	3,973,563	205,287	69,748	3,647,275	601,353	4,248,628	93.63	4.23	1.64	87.34	74.83	33.15	85.85	
South Atlantic Division...	8,387	17,798	2,204,396	51,406	26,185	2,151,239	130,749	2,281,988	96.60	2.25	1.15	96.97	53.31	32.03	94.27	
South Central Division...	7,238	20,296	3,050,294	68,673	27,534	2,947,501	198,990	3,146,491	94.94	2.13	1.88	95.18	54.10	26.29	83.68	
North Central Division...	36,071	53,491	5,869,975	292,518	89,562	5,725,531	526,524	6,252,055	93.89	4.68	1.43	92.79	82.95	40.27	91.58	
Western Division.....	8,562	5,154	758,123	37,341	13,736	762,889	46,311	809,200	93.69	4.61	1.70	95.84	74.25	62.43	94.28	

TABLE II.—*Historical table showing comparison of same items for the years 1871, 1880, 1890, 1894, and subsequent years.*

	1870-71.	1879-80.	1889-90.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98. a	1898-99. a
I.—General statistics.									
Total population	639,500,500	50,155,783	62,622,250	68,064,250	69,103,790	70,584,680	71,490,242	72,737,100	73,960,220
Number of persons 5 to 18 years of age	12,305,600	15,065,767	18,543,201	20,137,521	20,440,479	20,863,907	21,114,812	21,458,294	21,880,774
Number of different pupils enrolled	7,561,582	9,867,505	12,722,581	13,995,357	14,248,765	14,498,956	14,823,059	15,038,636	15,138,715
Per cent of total population enrolled	19.14	19.67	20.32	20.56	20.61	20.54	20.74	20.68	20.47
Per cent of persons 5 to 18 years of age enrolled	61.45	65.50	68.61	69.60	69.68	69.48	70.20	70.08	69.34
Average daily attendance	4,545,317	6,144,143	8,153,635	9,263,350	9,548,722	9,781,475	10,052,554	10,286,092	10,389,407
Ratio of same to enrollment (per cent)	60.1	62.3	64.1	66.2	67.0	67.5	67.8	68.4	68.6
Average length of school term (days)	132.1	130.3	134.7	135.5	139.5	140.5	142.0	143.1	143.2
Total number of days attended by all pupils	600,432,802	800,719,970	1,098,292,725	1,292,751,289	1,331,775,201	1,374,732,974	1,427,402,478	1,471,435,367	1,488,076,102
Average number for each person 5 to 18 years of age	48.7	53.1	59.2	64.2	65.1	65.9	67.6	68.6	68.2
Average number for each pupil enrolled	79.4	81.1	86.3	92.4	93.5	94.8	96.3	97.8	98.3
Male teachers	90,293	122,795	125,525	125,402	129,706	130,373	131,221	131,750	131,793
Female teachers	129,832	163,798	238,397	263,547	268,896	269,923	273,787	277,443	283,867
Whole number of teachers									
Per cent of male teachers									
Average monthly wages of teachers: c									
Males	220,225	286,593	363,922	388,949	398,042	400,296	404,958	409,193	415,660
Females	41.0	42.8	34.5	32.2	32.6	32.6	32.4	32.2	31.7
Number of schoolhouses									
Value of school property	\$143,818,703	\$209,571,718	\$342,531,791	\$428,238,256	\$440,666,022	\$459,561,687	\$477,321,190	\$492,703,781	\$524,689,255
II.—Financial statistics.									
Receipts:									
Income from permanent funds									
From State taxes			\$7,744,765	\$8,440,959	\$7,900,740	\$7,960,939	\$9,047,087	\$9,213,223	\$9,019,375
From local taxes			20,845,323	32,749,946	34,638,098	35,052,233	33,941,657	35,600,643	36,197,388
From all other sources			97,222,426	112,783,117	118,916,304	124,879,906	130,317,708	134,104,063	143,371,190
Total raised			11,882,282	16,428,468	15,210,769	14,606,873	18,662,908	20,399,578	15,429,749
Per cent of total derived from—									
Permanent funds									
State taxes			5.4	4.9	4.4	4.4	4.7	4.6	4.4
Local taxes			18.4	19.2	19.6	19.2	17.7	17.9	17.9
All other sources			67.9	66.2	67.3	68.4	67.9	67.3	70.3
			8.3	9.7	8.7	8.0	9.7	10.2	7.6

The following records show the work of the office for the year ending June 30, 1900:

CORRESPONDENCE DIVISION.

Mail matter received:

Letters received	14, 018
Documents received by mail	9, 445
Documents from Government Printing Office.....	44, 025
Documents from other sources	37, 438
Acknowledgments of documents sent	27, 539
Statistical forms received	17, 601
Periodicals received	16, 926
Pieces of printed matter handled.....	153, 391

Mail matter sent out:

Letters answered	13, 449
Documents.....	114, 378
Slips addressed.....	29, 803
Pages indexed and subindexed.....	12, 273
Newspapers read and clipped for items.....	2, 323
Envelopes and wrappers cut	64, 547
Envelopes addressed.....	17, 791
Extra pages of typewriting.....	3, 566

DIVISION OF INTERNATIONAL EXCHANGE.

I. INTERNATIONAL EXCHANGE.

Home journals examined, chiefly educational	5, 947
Foreign journals examined, educational and other	7, 621
Articles indexed on cards	1, 627
Batches clipped and filed	972
Pages of scrapbook filled.....	247
Inquiries and replies received	639
Inquiries sent out	142
Inquiries answered in writing	353
Foreign letters received	331
Foreign letters sent.....	222
Letters translated	150
Inquiries answered orally to callers.....	537
Pages of book orders sent	90
Pages of notes made in examining foreign matter.....	197
Files examined.....	145
Pages of computation.....	775
Invoices, acknowledgments, and book lists checked.....	1, 700
Pages of manuscript estimated and numbered	16, 000
Letters and cards of acknowledgment.....	542
Pages of reports, weekly and summaries	281
Consultations with members of division and editorial corps	988
Pages of manuscript copied	2, 794
Pages of manuscript and typewriting compared.....	4, 011
Addresses written and revised.....	1, 204
Printed matter mailed.....	430
Sheets and diagrams ruled	94
Entertaining foreign visitors, holding copy, indexing files, arranging and keeping lists, instructing assistants, searching for material, and other miscellaneous work.	

II. RESEARCH, REVISION, AND COMPOSITION.

Books and pamphlets on education examined	2, 876
Reviews examined and articles briefed	604
Volumes examined in search of information	1, 573
Pages of manuscript examined	2, 297
Lists, files, and tables examined and revised	190
Pages of manuscript revised and edited	9, 290
Pages of replies composed	411
Statistical compilations	380
Catalogue and index cards revised	12, 849
Pages of translation made	720
Pages of composition for Annual Report	1, 656
Pages of composition for other publications	538
Manuscripts briefed, pages	380
Tables, charts, and diagrams made	504
Proof sheets revised in galleys	441
Proof sheets revised in pages	979
Proof sheets examined in pages, about	1, 000

NOTE.—This division also performs the work detailed under the “foreign section” of the library and museum division.

III. LIBRARY WORK, FOREIGN SECTION.

Books received, entered, catalogued, and numbered	955
Pamphlets disposed of, partly by exchange	2, 991
Catalogue cards made	3, 794
Order cards made	289
Pages of bulletins of new books received	136
Periodicals entered	4, 937
Cards classified and filed	9, 720
Books cut	378
Periodicals arranged in files, about	6, 000
Cards copied	2, 674
Cards compared, about	3, 800
Slips addressed	4, 565
Abbreviated and alphabetized book titles	404
Files and volumes arranged for bindery	380
Circulars sorted and stamped	3, 000
Books arranged on shelves, about	1, 141

LIBRARY AND MUSEUM DIVISION.

Books:

Cut	1, 236
Entered	2, 057
Labeled	2, 987
Loaned	2, 680
Numbered	1, 986
Shelved	14, 773
Reshelved	12, 590
Stamped	2, 424

Cards:

Alphabetized	7, 021
Copied	2, 860
Distributed	14, 580
Revised	4, 557

10 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Cards written:

For card catalogue.....	11, 648
On books.....	7, 853
On books loaned.....	5, 360
On magazines.....	3, 180
On school journals.....	1, 261
Order cards.....	500

Catalogues:

Assorted.....	34, 695
Filed.....	26, 953
Numbered.....	34, 594
Stamped.....	10, 217

Copying (pages):

Bibliography.....	2, 024
Bulletin.....	299
Manuscript.....	2, 291
Report of library division.....	204
Typewriting.....	1, 808

General work (days):

Answering inquiries.....	54
Bibliography.....	764
Cardcases.....	123
Comparing.....	75
Loan cases.....	95
Research.....	344
Supervision.....	289

Indexing:

Articles.....	1, 535
Books.....	1, 484
Magazines.....	1, 030
Pamphlets.....	822
School journals.....	1, 085

Letters:

Answered.....	698
Noted.....	559
Prepared.....	622
Written.....	929

Pamphlets:

Assorted.....	7, 360
Distributed.....	7, 155
Filed.....	6, 968
Numbered.....	6, 609
Stamped.....	5, 595

Periodicals:

Assorted.....	10, 613
Entered.....	8, 831
Examined.....	8, 803
Filed.....	9, 525
Stamped.....	10, 269

Miscellaneous:

Books assorted.....	20, 754
Books classified and marked.....	2, 087
Books received from bindery.....	363
Books wrapped.....	20, 057

Miscellaneous—Continued.

Catalogues shelved	42, 943
Documents sent out	1, 335
Duplicates sent out	10, 760
Envelopes addressed	930
Envelopes folded	975
Manuscript compared	2, 113
Oral inquiries answered	4, 510
Pages of dictation	428
Periodicals filed	11, 393
Press copies made	1, 716
Reports compared with cards	5, 164
Slips addressed	1, 840
Translating, pages	252
Volumes prepared for bindery	510
Volumes sent to bindery	100
Pages revised and compared	2, 000

RÉSUMÉ.

Books arranged on shelves and classified	13, 731
Books cut	1, 614
Books in library June 30, 1900	81, 872
Books loaned	2, 680
Books received, entered, catalogued, and numbered	3, 052
Books reshelved	12, 580
Books sent to bindery	100
Books shelved	15, 914
Bulletins of new books received, pages	435
Cards classified and filed	24, 300
Cards compared, about	8, 964
Cards copied	5, 534
Catalogued cards made	15, 488
Order cards made	789
Pamphlets disposed of, partly by exchange	5, 991
Pamphlets in library June 30, 1900	140, 004
Periodicals arranged in files	15, 523
Periodicals entered	13, 468
Slips addressed	6, 405
Volumes disposed of, duplicates (educational reports, etc.)	10, 760

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stat. L., 417); an annual appropriation of \$15,000 for the year ending June 30, 1890, and of \$1,000 additional for each subsequent year until said annual appropriation amounts to \$25,000, was made out of money arising from the sales of public lands, "for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts," established in accordance with the provisions of an act of Congress approved July 2, 1862.

The said act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of

the institutions receiving the benefits of the said act (secs. 2 and 3), and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

During the year the reports from the treasurers of the colleges giving instruction in agriculture and the mechanics arts were carefully examined and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1901.

The amounts received by the several States and Territories from the passage of the act to June 30, 1900, are as follows:

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1900.

States and Territories.	Year ending June 30—										
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Ala.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000
Ariz.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ark.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Cal.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Colo.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Conn.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Del.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Fla.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ga.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Idaho.....				18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ill.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ind.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Iowa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kans.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ky.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
La.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Me.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Md.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mass.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mich.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Minn.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Miss.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mo.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mont.....				18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nebr.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nev.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
N. H.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
N. J.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
N. Mex.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
N. Y.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
N. C.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
N. Dak.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ohio.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Okla.....			11,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oreg.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Pa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
R. I.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
S. C.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
S. Dak.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Tenn.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Tex.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Utah.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Vt.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Va.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Wash.....			17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
W. Va.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Wis.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Wyo.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Total.....	660,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000

The statistics compiled from the reports for the year ended June 30, 1899 (the latest available), of the presidents of the institutions endowed by the act of August 30, 1890, show that there were in attendance during that year 35,458 students in all departments of the institutions. Of this number 4,390 were pursuing courses of study in agriculture, 6,730 in the various branches of engineering, 410 in architecture, 1,573 in household economy, 646 in veterinary science, and 11,095 students were reported by these institutions as receiving instruction in military tactics. The total income of the institutions for the year amounted to \$6,193,016, of which amount \$1,769,716 were received under the provisions of the acts of Congress of July 2, 1862, and August 30, 1890; \$2,570,427 were appropriated by the several States and Territories, and the remainder was derived from fees, invested funds, and other miscellaneous sources. The detailed statistics of the several institutions are given in the following pages.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1898-99 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands, or a part of the proceeds arising from the sale thereof, or both.

Institution.	President.	Professors and instructors.		College of agriculture and mechanic arts.						All other departments.		In all departments.		Pursuing courses in—																						
		Agricultural and mechanical departments.	In all departments.	Preparatory.	Collegiate.		Graduate.		Men.	Women.	Men.	Women.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Household economy.	Veterinary science.	Military tactics.															
Alabama Polytechnic Institute, Auburn, Ala.	William Le Roy Brown, LL. D.	30	0	30	0	38	0	283	17	16	2	0	0	337	19	108	45	9	47	1	301	81	35	301												
Agricultural and Mechanical College for Negroes, Normal, Ala.	W. H. Council, Ph. D.	4	10	10	13	133	57	38	13	0	0	15	166	186	286	99	15	220	....	....	....	....	....	....						
University of Arizona, Tucson, Ariz.	M. M. Parker, A. M.	12	4	12	4	20	20	53	38	0	2	0	0	73	60	....	....	....	....	....	....	....	....	....			
University of Arkansas, Fayetteville, Ark.	J. L. Buchanan, LL. D.	24	10	24	10	61	0	18	27	1	0	273	110	353	137	7	7	14	20	....	....	....	....	....							
Branch Normal College, Pine Bluff, Ark.	J. C. Corbin, A. M.	5	2	5	2	....	....	44	45	2	0	65	22	111	67	....	....	....	....	....	....	....	....	....			
University of California, Berkeley, Cal.	B. I. Wheeler, Ph. D., LL. D.	75	0	363	10	0	0	428	16	21	1	1,081	991	1,530	1,008	324	234	275	112	258	....	....	....	....								
Colorado Agricultural College, Fort Collins, Colo.	Alston Ellis, Ph. D., LL. D. ^a	29	3	29	3	31	14	171	64	0	0	48	17	256	95	23	50	47	0	0	64	0	64	0												
Connecticut Agricultural College, Storrs, Conn.	George W. Flint, A. M.	10	2	10	2	9	3	55	24	0	0	0	0	64	27	68	....	....	....	....	....	....	....	....				
Delaware College, Newark, Del.	G. A. Harter, Ph. D.	13	0	14	0	0	0	84	0	6	0	0	0	90	0	6	5	11	11	....	....	....	....	....							
State College for Colored Students, Dover, Del.	Rev. W. C. Jason, A. M., B. D.	5	1	5	1	15	9	11	7	0	0	0	0	26	16	2	....	....	....	....	....	....	....	....				
Florida Agricultural College, Lake City, Fla.	W. F. Yocum, D. D.	12	4	12	4	26	10	116	67	5	2	....	....	147	79	6	12	....	2	....	....	....	....	....							
State Normal and Industrial College, Tallahassee, Fla.	T. D. Tucker, A. M.	7	6	7	6	57	93	....	....	....	....	....	....	57	93	22	....	....	....	....	....	....	....	....				
State College of Agriculture and Mechanic Arts, Athens, Ga.	H. C. White, Ph. D.	19	0	19	0	0	0	91	0	4	0	0	0	95	0	16	....	15	....	....	....	....	....	....						
Georgia Industrial College for Colored Youths, College, Ga.	R. R. Wright, LL. D.	13	1	13	1	57	58	20	2	0	0	0	0	77	60	....	....	....	....	....	....	....	....	....			

	12	5	13	6	62	42	44	31	49	9	8	107	76	5	2	10	63	92	107
Joseph P. Blanton, L.L. D.	12	5	13	6	62	42	44	31	49	9	725	44	1,486	327	52	75	82	86	107
A. S. Draper, L.L. D.	91	18	177	21	132	47	560	227	49	9	0	44	1,486	327	52	75	82	86	319
James H. Smart, L.L. D. b.	58	6	58	6	0	0	618	69	40	22	0	0	588	91	92	185	95	126	92
W. M. Beardshear, L.L. D.	50	17	50	17	95	34	480	120	13	2	0	0	588	156	109	35	84	98	339
T. E. Will, A. M. c	33	12	33	12	90	20	460	261	24	16	0	0	574	297	89	101	78	.....	.....
James K. Patterson, Ph. D	18	0	24	1	85	14	210	50	8	2	67	44	370	110	7	73	22	0	0
James E. Givens	5	4	5	4	23	22	53	54	0	0	0	0	76	76	23	38	.....	23	.....
Thomas D. Boyd, L.L. D.	19	0	19	0	98	0	186	0	3	0	0	0	287	0	42	23	29	.....	15
H. A. Hill.	8	7	8	7	129	12	121	140	0	0	0	0	155	259	50	0	0	0	0
A. W. Harris, Sc. D	46	0	46	0	0	0	281	14	35	1	0	0	314	15	4	34	52	75	4
R. W. Silvester	20	0	20	0	18	0	22	0	4	0	58	0	102	0	31	22	.....	.....	102
Henry H. Goodell, L.L. D.	19	0	19	0	0	0	129	0	11	0	0	0	140	0	129	.....	3	.....	3
J. M. Crafts, L.L. D. d	109	2	109	2	0	0	1117	47	7	0	0	0	1,124	47	0	108	93	94	52
J. L. Snyder, Ph. D	37	6	37	6	0	0	435	93	0	0	0	0	435	93	270	165	.....	93	.....
Cyrus Northrop, L.L. D.	49	7	214	20	328	60	228	15	3	0	1,543	751	2,099	826	409	19	21	34	62
J. M. Stone e	20	0	29	0	80	0	176	10	5	0	0	0	261	10	261	229	.....	.....	84
W. H. Lanier	20	0	20	0	280	10	27	0	0	0	0	0	307	10	317	.....	.....	.....	.....
R. H. Jesse, L.L. D	41	1	54	1	0	0	175	0	0	0	442	198	617	198	38	14	33	27	73
George E. Ladd, Ph. D., director	13	0	13	0	0	0	107	12	7	0	0	0	114	12	.....	.....	.....	.....	.....
John H. Jackson	3	1	8	4	45	45	61	58	0	0	14	28	120	131	.....	.....	70	.....	.....
James Reid, A. B.	11	8	11	8	109	70	29	17	0	0	4	37	142	124	8	5	.....	8	.....
C. E. Bessey, Ph. D, acting chancellor f.	38	4	81	19	43	3	378	59	39	22	607	795	1,067	879	66	59	22	73	11
J. E. Stubbs, D. D.	15	8	15	8	63	87	94	78	2	7	.....	.....	159	172	2	5	4	55	151
C. S. Murland, Ph. D.	21	0	21	0	8	0	101	9	2	0	.....	.....	111	9	19	19	.....	2	.....
Austin Scott, Ph. D., L.L.D.	29	4	32	4	99	39	114	9	2	0	53	0	263	39	50	0	28	11	0
Rutgers Scientific School, New Brunswick, N. J.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

d Resigned; Henry S. Pritchett, Ph. D., elected president.
 e Deceased;
 f Rev. E. B. Andrews, D. D., LL. D., elected chancellor.

g Succeeded by B. O. Aylesworth, LL. D.
 h Died February 21, 1900.
 c Succeeded by E. R. Nichols, A. M., as acting president.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1898-99 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

[illegible]

Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C.	9	4	21	4	251	186	49	26	0	0	598	438	808	650	85	60	0	0	0	60	60	0	250
South Dakota Agricultural College, Brookings, S. Dak.	16	4	16	4	91	35	220	75	9	4	0	0	320	114	68	147	0	0	0	5	75	0	250
University of Tennessee, Knoxville, Tenn.	27	1	64	1	0	0	228	73	4	2	367	0	599	75	29	57	43	6	0	0	0	0	142
Agricultural and Mechanical College of Texas, College Station, Tex.	21	0	21	0	0	0	352	0	4	0	0	0	356	0	175	273	43	.....	.....	.....	.....	52	352
Prairie View Normal College, Prairie View, Tex.	7	3	7	3	47	22	67	51	.....	.....	.....	.....	114	73	40	.....	.....	.....	.....	35	.....	.....	.....
Agricultural College of Utah, Logan, Utah.	20	3	20	3	248	91	90	47	2	1	0	0	340	139	1	3	9	.....	.....	4	.....	210	210
University of Vermont and State Agricultural College, Burlington, Vt.	27	0	60	0	0	0	146	0	0	0	345	63	491	63	24	21	22	27	0	0	0	19	215
Virginia Agricultural and Mechanical College, Blacksburg, Va.	29	0	29	0	0	0	296	0	7	0	0	0	303	0	35	82	29	64	.....	.....	10	296	
Hampton Normal and Agricultural Institute, Hampton, Va.	34	44	34	44	472	371	76	70	4	4	0	0	552	445	223	.....	.....	.....	.....	233	.....	877	877
Washington Agricultural College and School of Science, Pullman, Wash.	23	4	23	5	76	52	107	61	2	2	0	0	185	115	21	13	9	19	16	.....	.....	140	140
West Virginia University, Morgantown, W. Va.	33	1	38	4	251	44	334	150	30	6	.....	.....	615	200	21	21	33	.....	.....	.....	.....	144	144
West Virginia Colored Institute, Institute, W. Va.	8	3	8	3	10	23	30	61	0	0	10	6	50	90	20	9	0	0	0	25	65	0	37
University of Wisconsin, Madison, Wis.	43	0	140	0	0	0	563	1	10	0	846	499	1,419	500	326	69	73	69	.....	.....	.....	430	430
University of Wyoming, Laramie, Wyo.	10	3	13	4	10	1	15	0	0	0	51	65	76	66	2	15	0	0	10	0	0	0	76
Thomas E. Miller, A. M.																							
John W. Heston, Ph. D., LL. D.																							
Charles W. Dabney, Ph. D., LL. D.																							
Hon. L. L. Foster.																							
E. L. Blackshear																							
J. M. Tanner																							
M. H. Buckham, LL. D.																							
J. M. McBryde, LL. D.																							
H. B. Frissell, D. D.																							
E. A. Bryan, A. M.																							
Jerome H. Raymond, Ph. D.																							
J. M. Jones																							
Charles K. Adams, LL. D.																							
Rev. Elmer E. Smiley, D. D.																							

a Succeeded by George T. Winston, LL. D.

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1898-99 of institutions endorsed by acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

Institution.	Library.		Amount of endowment funds.	Land.			Value of buildings.		Value of other equipment.	
	Vol- umes.	Pam- phlets.		Total num- ber of acres.	Acres under cultiva- tion.	Acres used for experi- ment.	Value.	Total.	Used for instruc- tion in sub- jects speci- fied in act of Aug. 30, 1890.	Total.
Alabama Polytechnic Institute.....	13,767	1,706	\$253,500	226	75	30	\$2,500	\$140,000	\$126,000	\$74,000
Agricultural and Mechanical College for Negroes (Ala- bama).....	2,500	500	.....	182	130	12	10,000	26,383	16,958	9,443
University of Arizona.....	4,000	.....	.....	80	40	40	3,000	86,600	48,100	40,600
University of Arkansas.....	8,118	6,688	130,000	160	50	40	9,600	280,000	180,000	37,644
Branch Normal College (Arkansas).....	2,969	841	.....	20	20	20	.....	18,000	18,000	12,500
University of California.....	78,607	80,000	2,843,006	411	182	182	193,125	702,111	702,111	370,000
Colorado Agricultural College.....	10,000	1,000	68,612	240	225	180	32,900	145,975	145,975	74,431
Connecticut Agricultural College.....	6,552	.....	135,000	300	125	10	16,000	75,000	45,000	3,770
Delaware College.....	10,600	8,000	88,000	14	4	4	3,000	79,700	68,300	48,000
State College for Colored Students (Delaware).....	400	300	.....	97	90	70	6,000	12,800	12,800	9,000
Florida Agricultural College.....	2,650	2,600	153,800	100	70	70	7,500	31,245	31,245	21,017
State Normal and Industrial College (Florida).....	758	600	.....	137	116	4	8,805	20,500	20,500	.....
Georgia State College of Agriculture and Mechanic Arts.....	29,682	8,350	242,202	120	100	.....	10,000	300,000	200,000	500,000
Georgia Industrial College for Colored Youths.....	500	300	.....	86	30	.....	.....	25,000	25,000	2,000
University of Idaho.....	4,000	1,500	49,000	115	110	98	6,000	155,000	152,500	45,000
Purdue University (Indiana).....	47,000	18,500	475,444	665	600	100	100,000	800,000	785,000	225,000
Iowa Agricultural College.....	8,950	3,000	340,000	190	149	90	60,000	333,000	313,000	289,000
Kansas State Agricultural College.....	12,460	2,000	682,833	855	300	80	45,000	490,000	355,000	180,000
Kentucky Agricultural and Mechanical College.....	19,425	14,600	502,813	323	250	200	39,100	204,472	179,472	221,642
State Normal School for Colored Persons (Kentucky).....	3,688	5,309	165,000	170	66	61	40,000	127,000	127,000	65,000
Louisiana State University and Agricultural and Mechanical College.....	830	700	.....	295	280	200	16,500	22,093	11,468	7,736
Southern University (Louisiana).....	21,000	2,000	318,313	583	310	200	33,300	150,000	150,000	50,000
University of Maine.....	779	886	104	104	40	20	6,000	45,320	45,320	10,315
Maryland Agricultural College.....	15,500	6,500	219,900	373	120	20	9,325	182,241	120,494	35,000
Massachusetts Agricultural College.....	2,500	1,000	105,000	286	140	40	28,600	85,000	75,000	16,000
Massachusetts Institute of Technology.....	19,300	0	360,575	404	260	75	45,000	211,275	129,500	60,685
Michigan Agricultural College.....	46,711	14,121	2,449,393	3	0	0	.....	636,000	447,083	200,000
University of Minnesota.....	21,000	5,000	676	500	500	60	47,320	289,482	289,482	152,377
Mississippi Agricultural and Mechanical College.....	55,000	.....	1,307,219	250	210	160	300,000	760,000	760,000	200,000
Alcorn Agricultural and Mechanical College (Missis- sippi).....	6,709	7,883	98,575	1,960	450	50	42,605	133,605	38,605	33,216
University of the State of Missouri.....	3,000	5,000	98,575	300	130	8	5,000	60,000	57,500	64,100
Missouri School of Mines and Metallurgy.....	30,000	35,000	1,235,839	694	320	90	141,106	935,000	175,000	158,000
Lincoln Institute (Missouri).....	3,650	500	.....	20	0	0	.....	68,500	68,500	30,880
.....	300	250	.....	39	15	2	2,500	59,500	49,500	5,000

Montana College of Agriculture and Mechanic Arts.....	3,000	2,500	5,000	185	170	50	10,000	110,000	100,000	40,000	30,000
University of Nebraska.....	41,000	.....	.....	320	310	60	200,000	435,000	285,000	300,000	200,000
State University of Nevada.....	7,063	5,314	.....	95	91	91	22,000	141,227	30,000	64,853	26,875
New Hampshire College of Agriculture and Mechanic Arts.....	6,300	4,000	41,800	342	30	10	20,500	184,016	179,016	55,500	55,500
Rutgers Scientific School (New Jersey).....	40,000	5,000	500,000	97	97	15	30,000	368,500	273,500	70,000	65,000
New Mexico College of Agriculture and Mechanic Arts.....	3,490	1,500	0	270	100	75	6,000	43,000	30,650	40,000	55,000
Cornell University (New York).....	225,024	36,600	6,467,435	270	105	30	37,000	1,805,373	1,262,773	1,183,971	1,152,512
North Carolina College of Agriculture and Mechanic Arts.....	2,400	.....	125,000	585	102	.....	19,500	83,554	83,554	.....	.....
Agricultural and Mechanic College for the Colored Race (North Carolina).....	700	2,200	.....	25	20	.....	4,000	43,200	43,200	18,000	18,000
North Dakota Agricultural College.....	8,000	2,500	.....	640	553	85	25,000	92,000	92,000	18,000	18,000
Ohio State University.....	31,000	7,000	553,065	345	200	200	300,000	770,000	570,000	200,000	180,000
Oklahoma Agricultural and Mechanic College.....	4,598	3,500	.....	200	175	100	5,000	25,000	20,000	27,000	27,000
Oregon State Agricultural College.....	4,000	.....	.....	199	120	25	14,500	92,000	47,000	17,500	17,500
Pennsylvania State College.....	15,166	.....	517,000	400	300	100	40,000	790,000	790,000	60,000	60,000
Rhode Island College of Agriculture and Mechanic Arts.....	7,830	7,500	50,000	178	40	20	18,000	164,600	48,800	91,253	64,046
Clemson Agricultural College (South Carolina).....	3,500	1,000	95,900	1,102	400	60	26,280	206,000	74,000	86,713	76,713
Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina).....	500	300	95,900	130	72	.....	39,000	77,000	77,000	25,000	25,000
South Dakota Agricultural College.....	5,900	10,000	0	400	200	80	.....	93,000	93,000	9,000	9,000
University of Tennessee.....	16,000	12,000	425,000	250	118	74	106,370	180,000	140,000	90,500	41,500
Agricultural and Mechanic College of Texas.....	5,000	3,500	209,000	2,416	226	41	48,320	299,015	140,015	40,629	30,629
Pacific View Normal College (Texas).....	850	3,250	.....	1,500	120	.....	15,000	60,000	25,000	5,500	4,000
Agricultural College of Utah.....	6,941	4,310	.....	108	103	85	10,800	155,000	155,000	40,869	40,869
University of Vermont and State Agricultural College.....	56,963	25,000	275,000	120	120	120	12,000	500,000	500,000	100,000	100,000
Virginia Agricultural and Mechanical College.....	8,700	1,000	844,312	404	350	100	30,000	148,000	148,000	72,000	72,000
Hampton Normal and Agricultural Institute (Virginia).....	3,500	.....	726,401	795	500	20	32,000	604,000	604,000	208,000	208,000
Washington Agricultural College and School of Science.....	3,530	2,036	.....	242	242	200	15,000	100,000	78,400	65,000	55,000
West Virginia University.....	11,017	.....	114,750	91	60	60	8,000	275,000	250,000	30,000	5,000
West Virginia Colored Institute.....	700	.....	.....	31	20	12	4,500	41,000	19,000	16,000	10,000
University of Wisconsin.....	54,000	14,000	530,000	400	200	25	75,000	1,077,972	198,332	313,858	109,735
University of Wyoming.....	6,940	4,800	0	396	180	180	10,600	111,540	111,540	46,500	30,500

STATEMENT OF THE COMMISSIONER OF EDUCATION.

Statistics for 1898-99 of institutions endowed by acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

Institution.	Balance on hand July 1, 1898.	Receipts.				Expenditures.		
		From State.	Federal aid.		Fees and other sources.	For instruction in subjects specified in act of Aug. 30, 1890.	Experiment stations.	Instruction in all other departments, and administrative expenses.
			From act of July 2, 1862.	For support of experiment stations.				
Alabama Polytechnic Institute	\$3,698	\$6,432	\$20,280	\$13,224	\$7,623	\$24,820	\$19,325	\$11,140
Agricultural and Mechanical College for Negroes (Alabama)	51	4,000	0	10,776	18,000	9,158	0	2,500
University of Arizona	9,968	15,000	0	24,000	2,919	22,029	15,000	4,084
University of Arkansas	19,439	33,204	10,400	17,455	3,055	37,455	15,000	15,876
Branch Normal College (Arkansas)	19,393	5,025	0	6,545	305	5,286	0	1,800
University of California	343,041	43,805	24,000	24,000	66,810	91,056	15,463	172,852
Colorado Agricultural College	0	37,966	3,533	24,000	5,950	21,918	17,649	82,421
Connecticut Agricultural College	29,899	15,000	6,750	24,000	60	16,251	7,500	300
Connecticut Agricultural College	2,199	0	4,980	19,200	3,940	19,783	15,000	7,270
State College for Colored Students (Delaware)	0	0	4,800	0	1,251	3,520	0	350
Florida Agricultural College	0	650	9,107	12,000	1,981	16,031	15,138	10,872
State Normal and Industrial College (Florida)	1,025	6,500	0	12,000	7,894	16,000	0	17,412
Georgia State College of Agriculture and Mechanic Arts	5,676	0	16,954	8,000	0	0	0	0
Georgia Industrial College for Colored Youths	2,139	8,000	0	16,000	201	0	0	0
University of Idaho	4,368	26,210	35,806	24,000	74,938	22,856	15,000	11,290
Purdue University (Indiana)	6,996	229,550	17,000	24,000	30,889	65,000	18,544	105,494
Iowa Agricultural College	11,697	68,158	47,178	24,000	3,266	53,075	17,147	78,256
Kansas State Agricultural College	0	30,203	27,640	24,000	15,917	44,230	17,356	16,267
Kentucky Agricultural and Mechanical College	5,853	15,750	8,645	24,000	15,713	42,686	15,713	25,131
State Normal School for Colored Persons (Kentucky)	4,567	34,660	4,255	20,520	18,047	32,487	35,442	33,775
Louisiana State University for Agriculture and Mechanical College	1,971	20,940	9,116	3,480	747	3,390	9,644	0
Louisiana State University (Louisiana)	6,885	10,000	10,000	11,623	5,655	12,533	15,000	36,132
Southern University of Maine	0	15,000	5,915	12,377	0	12,377	10,000	10,000
Maryland Agricultural College	0	33,339	6,142	24,000	29,323	27,100	25,470	37,499
Massachusetts Agricultural College	0	23,339	7,300	16,000	27,269	31,540	17,373	17,760
Massachusetts Institute of Technology	110,568	25,000	5,131	8,000	2,540	23,267	15,000	4,518
Michigan Agricultural College	35,650	8,500	50,403	24,000	292,904	331,035	15,000	0
University of Minnesota	54,219	186,564	22,028	24,000	17,829	58,163	15,000	52,074
Mississippi Agricultural and Mechanical College	0	21,000	5,915	11,153	125,950	36,663	33,895	253,635
Mississippi Agricultural and Mechanical College (Mississippi)	0	0	5,915	15,000	13,048	22,435	15,000	32,133
Alcorn Agricultural and Mechanical College	99,869	17,494	17,159	15,000	18,625	38,439	17,606	0
University of the State of Missouri	2	14,569	1,375	13,800	1,375	13,800	0	5,134
Missouri School of Mines and Metallurgy	0	12,140	4,555	5,561	81	1,280	0	12,170
Lincoln Institute (Missouri)	0	0	0	24,000	3,793	26,987	16,461	12,585
Montana College of Agriculture and Mechanic Arts	2,270	13,500	0	0	0	0	0	0

University of Nebraska	198,250	0	24,000	15,000	13,000	a 119,250	15,000	62,250
State University of Nevada	7,197	0	24,000	15,000	522	20,014	15,443	13,716
New Hampshire College of Agriculture and Mechanic Arts	1,687	4,800	24,000	15,000	22,698	22,361	15,551	37,461
Rutgers Scientific School (New Jersey)	0	6,480	24,000	15,000	21,773	21,515	15,000	30,738
New Mexico College of Agriculture and Mechanic Arts	3,561	0	24,000	15,000	1,334	25,068	15,560	5,576
New York University	59,694	84,429	24,000	13,500	583,369	431,079	13,200	206,382
Cornell University	0	7,500	16,586	0	4,135	16,886	0	18,000
North Carolina College of Agriculture and Mechanic Arts	10,499	0	24,000	15,000	7,723	8,848	0	7,850
Agricultural and Mechanical College for the Colored Race (North Carolina)	267	0	24,000	15,000	44,163	19,548	18,277	21,980
North Dakota Agricultural College	47,567	33,065	24,000	15,000	2,243	84,735	0	183,750
Ohio State University	12,651	4,000	24,000	15,000	18,802	11,678	15,455	4,304
Oklahoma Agricultural and Mechanical College	6,834	23,637	24,000	15,000	17,244	22,435	15,060	11,347
Oregon State Agricultural College	28,786	2,500	24,000	15,000	0	22,442	15,000	16,000
Pennsylvania State College	0	5,754	12,000	15,000	5,582	28,000	15,000	16,300
Rhode Island College of Agriculture and Mechanic Arts	486	5,754	12,000	15,000	0	11,194	0	2,606
Clemson Agricultural College (South Carolina)	336	0	24,000	15,000	8,278	22,960	15,000	16,819
Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	0	23,960	24,000	15,000	12,740	25,014	15,000	37,929
South Dakota Agricultural College	0	14,280	18,000	15,000	0	29,650	15,000	7,400
University of Tennessee	27,500	0	6,000	0	8,410	8,200	0	3,573
Agricultural and Mechanical College of Texas	13,750	0	24,000	15,000	7,553	23,630	18,009	18,997
Prairie View Normal College (Texas)	0	8,130	24,000	15,000	44,212	30,000	20,570	45,685
Agricultural College of Utah	0	20,659	16,000	15,000	16,983	16,000	17,722	40,048
University of Vermont and State Agricultural College	998	10,329	8,000	0	140,755	23,716	15,000	11,965
Virginia Agricultural and Mechanical College	0	6,558	24,000	15,000	2,557	17,536	23,594	63,464
Washington Agricultural College and School of Science	0	0	19,000	15,000	11,997	6,163	0	3,396
Hampden Normal and Agricultural Institute (Virginia)	3,173	0	5,000	0	812	130,190	30,125	121,798
West Virginia Agricultural College and School of Science	0	11,889	24,000	15,000	60,000	21,508	15,471	7,400
West Virginia University	10,687	0	24,000	15,000	951	0	0	0
University of Wisconsin	0	0	0	0	0	0	0	0
University of Wyoming	0	0	0	0	0	0	0	0

a For instruction in all branches.

EDUCATION IN ALASKA.

During the year there have been maintained in Alaska 25 public schools under the immediate supervision of this Bureau, with 29 teachers and an enrollment of 1,723 pupils. In addition to supporting the above public schools, this office continues to pay the salaries of 5 teachers in the Sitka Industrial School, giving instruction in the branches carpentering, domestic science, painting, tinsmithing, net making, boat building, and in the common English branches—the total number of pupils under instruction being 142.

On account of the very large accession to the population of Cape Nome region, by reason of immigration of miners with their families, it has been found important to create the position of superintendent of schools for the Cape Nome district. To this position a citizen of Nome has been appointed. His duties are precisely similar to those of the superintendent of schools in the Sitka district, namely, to visit the schools which from time to time may be established within his district, report on their condition, examine candidates for the position of teacher, and aid this Bureau with suggestions and advice regarding the educational affairs of northwestern Alaska.

Owing to the friendly cooperation of the priests of the Russo-Greek churches throughout southwestern Alaska in urging the children of their parishioners to attend the public schools, the seating capacity of the school buildings in that region has been severely taxed. It has been necessary to enlarge the school building at Kodiak and to send additional teachers to that place and to Unalaska.

In several sections of Alaska the influx of white men has resulted in an increased interest in schools on the part of the adult native Alaskans. Realizing the advantages to be obtained by such a knowledge of the English language as will enable them to trade intelligently with the white men, they have made requests for night schools. At Wood Island it has been possible to comply with such a request, and the result has been very satisfactory. At Gravina, Saxman, and Wrangell native Alaskans are efficient members of the local school committees which aid this Bureau in the management of the schools.

The local school committees as at present constituted are as follows:

Sitka: John G. Brady and Edward de Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Juneau: John G. Heid, appointed January 15, 1891; B. M. Behrends and J. B. Denny, appointed January 24, 1900; Rev. John B. René, S. J., appointed March 10, 1900.

Douglas: School No. 1, P. H. Fox, appointed January 15, 1891; C. A. Hopp, appointed September 26, 1899. School No. 2, R. J. Willis and William Mackie, appointed July 25, 1899.

Wrangell: Thomas Willson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; William Lewis (native Alaskan), appointed May 14, 1900.

Skagway: I. N. Wilcoxon, Frank A. Wise, appointed August 1, 1899; J. M. Winslow, I. D. Spencer, Mrs. M. J. Snyder, appointed October 24, 1899.

Dyea: Jerome Andrews, G. C. Teal, J. Huebner, appointed February 20, 1900.

Kodiak: Frederic Sargent, appointed July 22, 1893; Wm. J. Fisher and P. D. Blodgett, appointed March 21, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Levitt and P. K. Guild, appointed November 30, 1899.

Saxman: James W. Young, W. L. Bunard, Rev. Edward Marsden (native Alaskan), appointed April 9, 1900.

Gravina: Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900, all of whom are native Alaskans.

Nome: Walter Church, D. J. Elliott, Jno. Brynteson, Dr. S. J. Call, appointed June 11, 1900; D. W. McKay, S. A. Keller, E. S. Ingraham, J. V. Logan, appointed July 10, 1900.

While the bill making further provision for a civil government for Alaska was pending a clause was inserted therein setting aside for school purposes throughout the district of Alaska a portion of the revenue received from licenses. The bill as it became a law contained no such general provision.

By section 203 of Title III of said act 50 per cent of the license moneys collected within the limits of each incorporated town is returned to it for school purposes; but only three towns in all Alaska have so far been incorporated and thus availed themselves of the provisions of this section. The providing of adequate school facilities for the increasing population of the older towns and for the new ones which are springing up in all parts of Alaska therefore devolves upon this Bureau for the present. In my estimates for the year 1902 I have requested the sum of \$104,000 for this purpose.

The Congressional appropriation for education in Alaska is entirely inadequate, and inasmuch as the money received from all of the towns and villages in Alaska (with the exception of the three towns which have incorporated) is now covered into the United States Treasury I have the honor to recommend such legislation as will set aside 50 per cent of the license money received from Alaska outside of incorporated towns to be expended for school purposes in Alaska under the direction of the honorable the Secretary of the Interior. This would extend to the entire population of Alaska the same educational advantages as are now possessed by the three incorporated towns.

Historical table—Statistics of public schools in Alaska, 1892 to 1900.

Schools.	Length of school term and enrollment of pupils.															
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.		1898-99.		1899-1900.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
<i>Southeast Alaska.</i>																
Sitka:																
No. 1 (whites).....	9	50	7	43	9	57	9	40	9	39	9	42	9	31	9	47
No. 2 (natives)....	9	48	9	110	9	180	9	156	9	154	8	170	9	175	9	184
Juneau:																
No. 1 (whites).....	9	23	9	25	9	54	9	70	9	86	9	72	9	74	9	96
No. 2 (natives)....	9	61	9	65	9	50	9	67	9	70	9	40	9	71	9	70
Douglas:																
No. 1 (whites).....	8	13	9	30	9	42	9	57	7	75	9	46	9	70	8	100
No. 2 (whites).....								8	32	9	25	9	28	9	9	37
Douglas (natives)....	9	108	9	87	7	26										
Skagway (whites), 4 schools													7	109	9	214
Wrangell (whites and natives).....	9	49	9	54	8	61	9	82	9	64	9	71	9	80	9	114
Jackson (natives)....	9	82	8	90	7	80	8	64	9	84	9	121	9	67	9	51
Haines (natives)....	9	54	9	41	9	64	8	60	9	68	7	46		126	8	64
Hoonah (natives)....							8	144	5	120	9	141	9	144	9	125
Metlakatla (natives)					6	105							9	62	9	76
Saxman (natives)....							7	31	8	75	8	63	9			
Killsnoo (natives)...	9	137	5	75												
Klawock (natives)....					2	50										
Gravina (natives)....															8	61
Dyea (whites).....															5	23
Kake (natives).....															4	87
<i>Western Alaska.</i>																
Kodiak (whites and natives).....	9	74	9	59	9	56	8	49	9	52	9	72	9	44	8	68
Afognak (natives)....	8	40	9	38	9	38	9	39			9	59	9	36		
Wood Island (natives).....											2	56	7	56	9	61
Unga (whites and natives).....	8	35	9	36	9	40	9	44	9	40	9	40	7	36	9	47
Unalaska (whites and natives).....			9	24	9	39	9	39	9	48	9	68	8	31	9	76
Karluk (natives).....							9	27	9	28						
<i>Arctic Alaska.</i>																
Port Clarence (natives).....	5	20	7	30	8	56	9	56	9	53	7	50				
St. Lawrence Island..					7	52	9	68	9	66			8	70	8	72
Cape Prince of Wales..							9	104	7	132						
Point Barrow.....									6	66	6	68		48		50
Circle City.....									8	43						
Eaton Station.....														11		
Total.....		794		807		1,030		1,197		1,395		1,250		1,369		1,723

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884	\$25,000.00
Annual grants, school year—	
1886-87	15,000.00
1887-88	25,000.00
1888-89	40,000.00
1889-90	50,000.00
1890-91	50,000.00
1891-92	50,000.00

Annual grants, school year—Continued.

1892-93	\$40,000.00
1893-94	30,000.00
1894-95	30,000.00
1895-96	30,000.00
1896-97	30,000.00
1897-98	30,000.00
1898-99	30,000.00
1899-1900	30,000.00

Expenditure of appropriation for education in Alaska, 1899-1900:

Amount appropriated	\$30,000.00
Salaries of 3 officials	4,580.00
Salaries of 29 teachers	18,341.13
Supplies for 25 schools	3,203.76
Fuel and lighting	1,246.96
Repairs	816.42
Rent	413.40
Traveling expenses	372.50
Freight	299.91
Balance for outstanding liabilities	725.92
	<hr/> 30,000.00

Cost per capita of enrollment, \$17.45.

Missionaries and teachers at mission stations in Alaska.

PRESBYTERIAN.

Fort Wrangell, Rev. Harry P. Corser, missionary.
 Haines, Rev. W. S. Bannerman and wife.
 Hoonah, Rev. W. M. Carle and wife, missionaries; Mr. Willis Hammond (native), interpreter.
 Jackson, Rev. D. Rankin Montgomery, missionary; Miss Minnie J. Taylor (native), interpreter.
 Juneau, Rev. James H. Condit and wife (white church), missionary; Rev. L. F. Jones and wife (native church), missionary; Mr. Fred L. Moore and wife (native), interpreter.
 Point Barrow, Rev. R. H. Marsh, M. D., and wife, missionary.
 Saxman, Rev. Edward Marsden (native), missionary.
 Skagway, Rev. Norman B. Harrison, missionary.
 Sitka, Rev. M. D. McClelland and wife, missionaries; Mrs. Matilda K. Paul (native), interpreter.
 Sitka Training and Industrial School, Mr. William A. Kelly, superintendent; Mr. Dean W. Richards, assistant superintendent; Miss Susan Davis, boys' matron; Miss Sadie Martindale, girls' matron; Miss Frances Willard (native), assistant matron; Miss Anna May Sheets, assistant matron; Miss Lucile Owen, sewing teacher; Mr. John E. Gamble and wife, industrial teacher; Mr. Howard George (native), shoemaker.
 Hospital, Dr. B. K. Wilbur and wife, physician and surgeon; Miss Esther Gibson, trained nurse.

EPISCOPALIAN.

Sitka, Bishop Peter Trimble Rowe, D. D., and wife; A. W. Kierulff.
 Juneau, Rev. H. J. Gurr,

Skagway, Rev. L. H. Wooden; Miss Anna Dickey, matron of hospital.
 Ketchikan, Miss Agnes Edmond.
 Circle City, Dr. James L. Watt, Mrs. James L. Watt, Miss E. M. Deane.
 Fort Yukon, Rev. J. Hawksley.
 Rampart City, Rev. J. L. Prevost and wife, Mr. E. J. Knapp.
 Fort Adams, Mr. A. A. Selden, Miss Selden.
 Anvik, Rev. J. W. Chapman, Mrs. Chapman, Miss B. W. Sabine, Miss L. Proebstel
 Point Hope, Dr. John B. Driggs.
 Native assistants: Blind Paul, Neenahnah; P. Bolah, Nuhklakuhyet; I. Fisher,
 Anvik; J. Kwulwull, Circle City; W. Loola, Fort Yukon; Stephen, Nowikakat;
 Paul Williams, Nuhklakuhyet.

MORAVIAN.

Bethel, Rev. J. H. Romig, M. D., Mrs. J. H. Romig, Rev. Joseph Weinlick, Mrs.
 Joseph Weinlick.
 Ougavigamut, Rev. Benjamin Helmich, Mrs. Benjamin Helmich.
 Carmel, Rev. J. H. Schoechert, Mrs. J. H. Schoechert, Rev. Samuel Rock, Mrs.
 Samuel Rock; Miss Philippine C. King, trained nurse.
 Several native assistants.

FRIENDS.

Kotzebue, Robert Samms, Mrs. Robert Samms, Miss Martha Hadley.
 Nome, Mrs. Anna H. Foster.
 Douglas, Charles Replogle, Mrs. Charles Replogle, Miss Jennie Lawrence.
 Kake, Silas R. Moon, Mrs. S. R. Moon.

BAPTISTS.

Wood Island, Rev. Curtis P. Coe, Mrs. C. P. Coe, Miss Hattie Denniston, Mrs.
 M. G. Campbell.

METHODIST EPISCOPAL.

Unalaska, A. W. Newhall, M. D., Mrs. A. W. Newhall, Miss Ella A. Darling.

CONGREGATIONAL.

Cape Prince of Wales, Mr. W. T. Lopp, Mrs. W. T. Lopp. Native assistants,
 Sokweena and Elobwok.
 Nome, Rev. Loyal L. Wirt, Rev. Raymond Robbins.

SWEDISH EVANGELICAL MISSION COVENANT.

Yakutat, Rev. Albin Johnson, Mrs. Agnes Johnson.
 Unalaklik, Rev. Julius Qvist, Rev. A. E. Karlson, Mrs. A. E. Karlson, Miss Selma
 Peterson, Stephen Ivanoff (a native worker), Mrs. Ivanoff, Mrs. Ojeark Rock.
 Golovin Bay, Rev. J. Hendrickson, N. O. Hultberg, Mrs. N. O. Hultberg, Miss
 Amanda Johnson, Rev. P. H. Anderson, Mrs. P. H. Anderson.

ROMAN CATHOLIC.

Juneau, Rev. John B. René, S. J.
 Dawson, Northwest Territory, Rev. William Judge, S. J., chaplain of the hospital
 and of the Sisters of St. Ann; Brother Bernard Cunningham, lay brother.
 Koserefski (Holy Cross Mission), Rev. R. J. Crimont, S. J. (superior); Rev. John
 Lucas, S. J.; Rev. A. Robaut, S. J.; Rev. F. Monroe, S. J.; Rev. J. B. Post, S. J.;
 Brothers V. O'Hare, S. J.; B. Marchisio, S. J.; J. Twohig, S. J.; P. Brancoli, S. J.
 Nulato, Rev. J. Jetté, S. J. (superior); Rev. A. Ragaru, S. J.; Rev. J. Perron, S. J.;
 Brothers C. Giordano, S. J., and J. Negro, S. J.

Dawson Hospital, Sisters of St. Ann; Mary Zephirine (superior), Mary of the Cross; Mary Pauline, Mary Joseph, Mary John Damascene, Mary Prudentia.

Koserefski (Holy Cross Mission, girls' school), Sisters Mary Stephen (superior), Mary Prudence, Mary Seraphine, Mary Winifred, Mary Benedict, Mary Antonia, Mary of the Passion, Mary Magdalen.

ORTHODOX RUSSO-GREEK MISSIONARIES AND CHURCHES IN ALASKA.

Sitka, Rev. Anthony Dashkevich.

Juneau, Rev. Alexander Yaroshevich.

Killisnoo, Rev. John Soboleff.

Nuchek, Rev. Constantine Pauloff. Chapels: Tatitlak, Kanihlak, Chanig.

Kenai, Rev. John Bortnovsky. Chapels: Alexandrovsk, Seldevoe, Nenilchik, Kusitan, Tayounak, Shushitno, Knik, Wood Island.

Kodiak, Rev. Tikhon Shalamoff. Chapels: Spruce Island, Uzenkoe, Shiok, Anhtalik, Trehsviatitskoe, Arlovo.

Afognak, Rev. Nicholas Kashevaroff. Chapels: Karluk, Katmai, Kagnak, Duglass.

Belkovshy, Rev. Euthemius Alevine. Chapels: Unga, Korovinskoe, Peregrebenskoe, Protasevskoe, Chigit, Mitrofanievskoe, Sannahk.

Unalaska, Rev. Alexander Kedrovsky. Chapels: Atha, Attu, Borca, Makushi, Kashig, Chernovskoe, Akutan, Ummak.

St. George (island), Rev. Peter Kashevaroff.

St. Paul (island), Rev. Nicholas Riseff.

St. Michael and Ikogmiut, Rev. James Korchinsky. Chapel: Koshlik.

Kuskokvim (Pavlovskoe), Rev. John Orloff.

Nushagak, Rev. B. Kashevaroff. Chapels: Ekuk, Kaluak, Paugvik, Igiashk, Ugashk, Ikagmiut, Inagnasha, Iliamna, Kichek, Aliagnak, Knagnak, Kagvak, Kahonak, Agimek, Tugiak.

SCHOOLS AND TEACHERS.

Sitka, Rev. Anthony Dashkevich, Sergius Popoff, Gabriel Cherepnin. For Indian school, Rev. Methodius; Juneau, Rev. A. Yaroshevich and George Corcoran; Killisnoo, Rev. J. Soboleff; Nuchek, Rev. C. Pauloff and Alexandroff; Kenai, Rev. J. Portnovsky and Alex. Ivanoff; Alexandrovskoe, Munin; Seldovoe, A. Demidoff, Minichek, and Kvasnikoff; Taiunak (vacant); Kodiak, Rev. T. Shalamoff and Andrew Kashevaroff; Afognak, Rev. N. Kashevaroff; Belkovsky, Rev. E. Alexine; Unga (vacant); Cannah, Nedorezoff; Protasievskoe, Kochutin; Korovinskoe, Chebatnog; Mitropanievskoe, V. Stefanoff; Voznesenskoe, Stepiannik; Chignik, Tulupiak; Unalaska, Rev. A. Kedrovsky, M. Skibinsky, V. Mainoff, Leontius Sivtsoff; Makush, Krukoff; Borca, Tastorgueff; Chernovskoe, Gordeeff; Umnak, Krukoff; Kashiga, Kudrin; Akutan, Petuchoff; Attu, Prokopieff; Atkha (vacant); St. Paul, Rev. N. Riseff; St. George, Rev. P. Kashevaroff; Nushagak, Rev. B. Kashevaroff; Yukon, Rev. J. Korchinsky; Kuskokvim, Rev. J. Orloff.

INTRODUCTION OF REINDEER.

Reindeer and mail service.—Since the beginning of the introduction of domestic reindeer into Alaska, it has been steadily kept in mind that the reindeer would be of great service in the rapid transportation of mail in winter over the frozen surface of arctic and subarctic Alaska between the widely separated mission stations and isolated mining camps of that region. During the summer of 1899 the gold mines in the neighborhood of Cape Nome (a little more than 100 miles south of

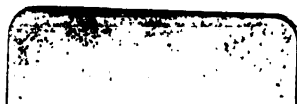
Bering Straits) proved so rich that a large population was attracted to that region. In order to furnish the miners with a mail service during the winter, the Post-Office Department entered into a contract with Mr. William A. Kjellmann, the superintendent of the reindeer station, for the carrying of mail semimonthly during the winter (1899-1900) between Nome and Eaton Station, 60 miles northeast of St. Michael and a bi-monthly mail from St. Michael to Golovin and Kotzebue. Both routes have been in successful operation, the reindeer having sometimes made the round trip of 480 miles on the Nome route in twelve days including stops. For the winter of 1900-1901, the Post-Office Department has made a contract with Dr. F. H. Gambell, Mr. Kjellmann's successor, for the carrying of mail from Eaton to Kotzebue Sound, a distance of 400 miles each way.

Reindeer transportation of troops.—The influx of population into the Golovin Bay mining region, requiring the presence of United States troops in order to preserve the peace, Capt. E. S. Walker, in command of the detachment at Fort St. Michael, in January, 1899, applied to the superintendent of Eaton reindeer station for transportation. In compliance with his request, Lapps, reindeer, and sleds were sent from Eaton to St. Michael and transported troops, with their tents, rations, and camp equipage from St. Michael to Golovin Bay. When there was no longer any need for their presence at Golovin Bay, the Lapps and reindeer returned the soldiers to St. Michael without accident or difficulty.

Reindeer freighting.—In order to further demonstrate the possibilities of reindeer transportation, and as an act of humanity and relief to the crowd of miners that had flocked into the Cape Nome region and were short of provisions, the reindeer station transported a limited amount of food from St. Michael to Nome.

Return of reindeer to the American Missionary Association, Antisarlook, and others.—On January 20, 1898, Lieut. D. H. Jarvis, R. C. S., in charge of the relief expedition to the imprisoned whalers at Point Barrow, borrowed from Antisarlook, an Eskimo living near Point Rodney, Alaska, 133 reindeer; and on January 25, from Mr. W. T. Lopp, at Cape Prince of Wales, representing the American Missionary Association, 292 reindeer, making a total borrowed for the Government of 425. These reindeer were loaned by their owners to the United States Treasury Department with the understanding that they were to be replaced in the summer of 1898, together with the estimated increase in the herd for the coming season, and if for any cause they were not returned during the season of 1898, that the increase of the following years until the debt was paid be also taken into account.

In the summer of 1898 there were due, under the above arrangement, to the American Missionary Association 432 reindeer and to Antisarlook 213, making a total of 645 to be replaced by the Government. The Government, however, was unable to procure during the



season but 159, which were given to the American Missionary Association at Cape Prince of Wales. The delay in replacing the full number of deer required made it necessary for the Government to take into account the natural increase during the spring of 1899. This increased the number to be paid to the American Missionary Association to 714, and to Antisarlook 328, aggregating 1,042 head for which the Government was liable. This number was returned to the above parties during the winter of 1899-1900.

Reindeer for the natives of Alaska.—The gradual furnishing of a permanent food supply for the Alaskan natives has not been lost sight of in the other phases of the development of the reindeer enterprise. Pursuing the policy of distribution which was adopted at the outset, 1,159 reindeer are now the personal property of 19 Eskimos who have learned the management of reindeer by five years' apprenticeship at the Government reindeer stations.

Revenue-Cutter Service.—As in former years, we have been dependent on the Revenue-Cutter Service of the Treasury Department. Without its cooperation it would have been impossible for the agent of this Department to visit the coast of Kamchatka, where he obtained valuable information with reference to securing reindeer for Alaska from the herds in that section of Siberia. The transportation of an unusually large number of reindeer during the season was due to the special interest in the enterprise displayed by the commanders and officers of the *Bear* and the *Thetis*.

Herds of reindeer.—The latest report giving the number of domestic reindeer in the eight herds now in Alaska is that of July 1, 1900, as follows:

Number, distribution, and ownership of domestic reindeer in Alaska, 1900.

Point Barrow:

Presbyterian mission	147
Ojello (Eskimo)	30

Point Hope:

Electoon (Eskimo)	50
Ahlook (Eskimo)	50

Cape Prince of Wales:

American Missionary Association (491) and several apprentices (460)....	951
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Teller Reindeer Station:

Tautook (Eskimo) (estimated)	100
Sekeoglook (Eskimo)	100
Wocksock (Eskimo)	100
Tatpan (Eskimo)	100

Point Rodney:

Antisarlook (Eskimo)	415
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Golovin Bay:

Evangelical Mission Union	147
Okitkon (Eskimo)	49
Constantine	12
Toptok	13

30 STATEMENT OF THE COMMISSIONER OF EDUCATION.

Eaton Reindeer Station:

Government	536
Martin Jacobsen (Eskimo)	32

Tanana:

Episcopal Mission	209
Moses (Eskimo)	65

En route south:

Government herd, in charge of William Marshall	327
Purchased, summer 1900	29

Total..... 3,462

Increase from 1892 to 1900.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Total from previous year.....		143	323	492	743	1,000	1,132	1,877	2,677
Fawns surviving		79	145	276	357	466	625	638	756
Purchased during summer.....	171	124	120	123			161	322	29
Imported from Lapland							144		
Total, October 1	171	346	588	891	1,100	1,466	2,062	2,837	3,462
Loss	28	23	96	148	100	334	185	160	
Carried forward	143	323	492	743	1,000	1,132	1,877	2,677	

a One hundred and eighty deer killed at Point Barrow for food, 66 lost or killed en route.

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia:

1894	\$6,000	1899	\$12,500
1895	7,500	1900	25,000
1896	7,500	1901	25,000
1897	12,000		
1898	12,500	Total	108,000

Expenditure of reindeer fund, 1899-1900.

Amount appropriated	\$25,000.00
Salaries	7,491.21
Supplies for stations	6,472.83
Barter goods for purchase of deer	2,224.72
Cash expended in purchase of deer	3,795.00
Photographs for use in illustrating report	2.55
Freight	395.00
Balance for outstanding liabilities	4,618.69
Total	25,000.00

THE PHILIPPINE ISLANDS.

Elementary schools in one sense existed in the Philippine Islands before the arrival of the Spaniards, because most or many of the Indios could read and write their own language, using their own alphabets. The friars used these alphabets for convenience in Mindanao down to a hundred years ago. Under Spanish law it was provided that there must be two schools— one for boys and one for girls—in each village of 500 inhabitants, in which reading, writing, Christian doc-

trine, arithmetic, grammar, geography, history, and Spanish should be taught. As a matter of fact the evidence shows that most of the native teachers did not know Spanish; many of the teachers were, however, native priests, and some were graduates of the normal school at Manila, and all such knew Spanish. All testimony shows that a great many of the Indios (or Christianized natives) could read and write their own language.

Spanish statistics for 1890 show that there were then 1,016 schools for boys and 592 for girls in the archipelago, with an attendance of 98,761 boys and 78,352 girls. These were public schools. The number of private schools and academies was not given. During the disturbances of 1896 and 1897 it is probable that little schooling was done. After the Americans had taken Manila, the schools of that city were reopened by the military authorities through an order which made attendance compulsory. Father McKinnon, chaplain of the First California Volunteers, was the first American superintendent, and was energetic in hunting up the teachers and pupils and reopening the public schools. He was compelled to rejoin his regiment in another part of the archipelago after a successful term of several months, and was succeeded in June, 1899, by Mr. George P. Anderson, who was a member of the Second Oregon Volunteers, and is a graduate of Whitman College, Oregon, and also of Yale. By September 30, 1899, the total attendance in the Manila schools, including the high school called the Ateneo, the girls' municipal schools, and the normal school, was 5,706, the school population being some 25,000.

Secondary education had been provided for by the College of San Juan de Letran, the municipal athenæum in Manila, and colleges and academies in the capital cities which professed to fit their scholars for the University of St. Thomas, in Manila. There were 69 of these institutions in all. The course of five years in these institutions included Latin, Greek, Spanish, French, general history, sacred history, and Spanish history, arithmetic, algebra, geometry, trigonometry, physics, chemistry, natural history, logic, moral philosophy, psychology, and Christian ethics. There were also a normal school, a nautical school, business colleges, a manual training school, and a school of painting, sculpture, and engraving. (Señor Luna, the painter whose works attracted attention in Madrid and Paris some years ago, was a graduate of the art school.) There were also agricultural experiment schools, a school for telegraphy, and advanced schools for girls.

The appointment of a superintendent of public instruction in the Philippines was made May 6, 1900. This appointment marks the change from the military to the civil control of the schools. It was made by the civil commission appointed by the President to form a civil administration in the islands.

CUBA.

On December 6, 1899, the American military governor published an order reorganizing the elementary and secondary school system of the island. It provided that there should be a board of education in each municipality to take charge of the schools, with the mayor as president, whose duty it is to appoint the other members. It provided that there should be one public school for boys and one for girls in every town of 500 inhabitants, and more schools for larger populations. In smaller towns "incomplete" schools (i. e., schools with less than 35 pupils) are provided. It made attendance compulsory under penalty of a fine of from \$5 to \$25, provided for the payment of the teachers, for superintendence and inspection of the schools, free text-books, and other details. The course of study is prescribed by the superintendent of schools, who was appointed in September, 1899. In March, 1900, there were reported 131 boards of education in the island and 3,099 schools in operation, with 3,500 teachers and 130,000 children enrolled. In 1899 there had been only 200 schools, with an attendance of 4,000. The expenditures up to the end of March, 1900, had been \$3,500,000, the school fund being taken from the customs receipts, and the estimate for 1900 was \$4,000,000.

PORTO RICO.

The former condition of the people of Porto Rico seems to have been unfavorable to popular education. Poverty bred apathy and the antecedents of the greater part of the people, from an intellectual standpoint, were unfortunate.

Over 83 per cent of the population, according to the report of General Davis, could not read or write in 1899. The misfortunes, too, of flood and famine, which have occurred since the American occupation, have in themselves been such a check to enterprise of any kind as to forbid expectation of progress in education. Nevertheless, a decided change has taken place. With a conviction that the common school is a safeguard of the people, the military governor, General Henry, recommended the reorganization of the school system of the island, the need of which was recognized by representative Porto Ricans, who had already drawn up resolutions requiring the establishment of kindergartens and normal schools, and asking other changes after the pattern of schools in the United States. Gen. John Eaton, formerly Commissioner of Education, was appointed by Señor Salvador Carbonell, secretary of the interior, December 31, 1898, to take charge of the work, and he continued in office as chief of the bureau of education of Porto Rico until May, 1900. He was then succeeded in his duties by Dr. Victor S. Clark, who has presented a very full report on education in Porto Rico to Hon. George W. Davis, military commander.

In many particulars the common-school system was in an unsatisfactory condition. There were no schoolhouses which had been especially built for the purpose, and suitable school furniture and materials were wanting, while the school was often kept in the dwelling of the teacher, who frequently carried on some other occupation while performing his function of teacher. This condition was recognized and deplored by the Spanish inspectors in 1880, who reported upon the illiteracy of the population, the incompetence of the teachers, their ignorance of methods, the want of school accommodations, furniture, text-books, maps, blackboards, etc. The cause of this state of things was to be found in the political and social condition of the island, and is explained in the interesting history of education in Porto Rico under the Spanish rule by Señor Enrique C. Hernandez, secretary of the insular board of education, contained in Dr. Clark's report. From that history we see that the Porto Ricans always had more or less education for the wealthy class, but that primary education had been neglected (as it was in the mother country and many other countries in Europe) until 1820, notwithstanding laudable efforts of municipalities and individuals to establish schools. The conditions of the island practically forbade schools.

An order was issued on May 1, 1899, by the military governor, Gen. Guy V. Henry, on recommendation of Gen. John Eaton, director of public instruction in the island, which reorganized the system of education. An insular board of education consisting of five members was created July 3, 1899, which was to act in an advisory or superintending capacity. The president of this board was the insular superintendent of education. (By the act of Congress of April 12, 1900, the charge of public instruction is placed under a commissioner of education, who shall make such report as may be required by the Commissioner of Education of the United States.) The order of 1899 divided the island into school districts something like those in the United States, provided English supervisorships, prescribed the manner of electing local school boards, established fines for nonattendance to duty on the part of the boards, and provided for district school taxes and the issuance of district bonds. The municipalities were required to provide buildings or quarters for the schools, the schools were graded, the courses of study prescribed, and the qualifications of the teachers were defined and their salaries fixed, free text-books were provided for, and high schools, a normal school, and professional schools were organized. From a table in President Clark's report (as president of insular board of education) it appears that at the close of the school year, June, 1899, there were 212 town schools, 313 county districts with schools, and 426 without schools. In a population of 857,660 there were 152,961 boys and 144,851 girls of school age, of whom only 19,804 boys and 9,368 girls were enrolled in the

schools, a total of 29,172, while the attendance was 21,873, leaving 268,630 children without school facilities. There were 582 teachers in 1898-99, 74 of whom were from the States. The salaries ranged from \$30 to \$75 per month in gold. The municipal expenditure for schools in 1898-99 was \$203,372.99, and the total expenditure \$279,216. The insular appropriation for schools for 1899-1900 was \$330,050. In the first term, 1899-1900, the enrollment was 15,440 boys, 8,952 girls, total 24,392. Average daily attendance, 20,103. Population of the island, 957,779. The board of education offered an annual appropriation of \$20,000 for any town in the island which would provide a like amount for site and buildings for an industrial and normal school. This offer was accepted by the town of Fajardo.

HAWAII.

It appears that the first missionaries in Hawaii in 1820 taught the natives the alphabet, and many of the latter learned to read English before their own language was reduced to written form. After this was effected, before the end of 1824, 2,000 people had learned to read in their own languages and a system of schools was extending over the islands, the people were eager to learn reading and writing, and at length nearly the whole population went to school. After this early enthusiasm had exhausted itself, in 1831 a high school was organized for training teachers. This was the Lahainaluna Seminary, which is still in existence. Hilo boarding school for boys dates from 1836, as well as a boarding school for girls, and in 1839 an industrial school for boys was opened. Numerous mission schools have sprung up from time to time. Other institutions which have had influence are the Oahu Charity School (1833), which became finally the Honolulu High School, the principal function of which was to teach the half-whites English; the Royal school (1840) for chiefs, which subsequently became a school for all Hawaiian boys, and was the leading school for teaching English; and Punahou school (1841) for the children of missionaries, which was chartered as Oahu College in 1853. In 1839 the Roman Catholic missionaries established their system of schools. In 1840 the first comprehensive written laws were published and they included a compulsory school law with penalties for both parent and child for noncompliance with the law. The law provided also that no illiterate man should "hold office over any other man," nor could an illiterate man or woman marry. A minister of public instruction was among the functionaries provided by the new law.

In 1855 a board of education was established in place of the minister of public instruction, and in 1865 an inspector generalship of schools was created. In 1876 the reciprocity treaty with the United States ushered in the modern area of commercial progress. The influx of foreigners, especially of English-speaking ones, and the increase of

business made English more and more the language of business, and the necessity of teaching it in the schools became more and more apparent. English, therefore, became the language of the two principal schools, and its use soon spread to other schools. In 1884 there were 44 day schools, with 100 teachers, in which English was the language of instruction. In 1883 the St. Louis College for boys was opened under the care of the Brothers of Mary, who had come to work in the Roman Catholic schools. This college had 245 students in 1884. At this time English was essentially the sole language of the private schools, employing 106 teachers, but was used in less than half the public or common schools. In 1888 all Government schools were made free and the attendance rose to 8,050, the total number in both Government and independent schools being 11,307. Since then nearly all the common schools, in which the Hawaiian language was the medium of instruction, have been converted into schools in which English alone is so employed, 98 per cent of the children being at present instructed by teachers who use English.

The following table shows the statistics of schools in 1899:

Schools.	Number.	Teachers.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
Public	143	113	231	344	6,345	5,041	11,436
Private	46	79	121	200	2,256	1,798	4,054
Total	169	192	352	544	8,651	6,839	15,490

Of the 15,490 pupils, 5,045 were Hawaiian, 2,721 part Hawaiian, 601 American, 213 British, 337 German, 3,882 Portuguese, 84 Scandinavian, 1,141 Japanese, 1,314 Chinese, 30 South Sea Islanders, and 124 other foreigners. Each nationality had its own teacher.

The expenditures for the two years ending December 31, 1899, were \$575,353.

STATISTICAL DIVISION.

The work of collecting the statistics of education in the United States is done wholly by correspondence. Local or traveling agents are never employed by this office. The schedules are prepared by the statistician of the Bureau, and at the proper time they are sent to the State and city superintendents of public instruction, presidents of universities and colleges, principals of normal schools, public and private high schools, and to the chief executive officers of other educational institutions. The duty of the Statistical Division is to send out the schedules, and from the returns tabulate and summarize the statistics. During the scholastic year ending June 30, 1900, the division mailed 44,654 copies of 26 different schedules. The following table shows the different classes of institutions to which the forms of inquiry

were sent, the number of questions asked, the number of schools of each class reporting, the number of requests it was necessary to mail to each class to procure the statistics, and, finally, references to the chapters of the Annual Report where the information is tabulated:

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed, about—	Where information is tabulated in Report for 1898-99.
State systems	74	50	150	Vol. 1, introduction.
City systems	42	632	1,500	Chapter XXXVI, vol. 2.
City and village systems	20	266	1,000	Do.
Public high schools	46	5,495	15,000	Chapter XLI, vol. 2.
Private high schools	46	1,957	6,500	Do.
Normal schools	27	331	1,000	Chapter XL, vol. 2.
Universities and colleges	40	484	1,000	Chapter XXXVII, vol. 2.
Colleges for women	22	145	350	Do.
Schools of technology	40	43	150	Do.
Agricultural colleges	45	64	150	Chapter XXXIX, vol. 2.
Medical schools	15	151	250	Chapter XXXVIII, vol. 2.
Theological schools	13	163	250	Do.
Law schools	16	96	200	Do.
Dental schools	12	50	150	Do.
Schools of pharmacy	13	51	150	Do.
Veterinary schools	11	13	50	Do.
Schools for nurses	11	393	1,000	Do.
Manual-training schools	20	125	350	Chapter XLII, vol. 2.
Commercial schools	18	320	1,000	Chapter XLIII, vol. 2.
Schools for the colored race	33	164	500	Chapter XLIV, vol. 2.
Institutions for the blind	29	36	100	Chapter XLVI, vol. 2.
Institutions for the deaf	31	105	300	Do.
Institutions for the feeble-minded	23	29	100	Do.
Reform schools	23	82	250	Chapter XLV, vol. 2.
Public kindergartens	6	213	300	Chapter XLVII, vol. 2.
Public, society, and school libraries	33	.....	12,500	See Report for 1899-1900.

A statistical review of education in the United States for the year 1898-99 will be found in Tables 1 to 11 in the following pages, the items being summarized by States as in the more complete tables of the Annual Report.

As will be seen from the following statement of the work of the Statistical Division for the year ending June 30, 1900, the duties of the clerks of this division are not confined strictly to the collection and tabulation of statistics:

Statistical schedules sent out	44,654
Statistical returns received	17,601
Catalogues received and classified	7,242
Letters received and filed	1,150
Statistical returns examined and checked	32,666
Statistical returns prepared for tabulating	22,539
Statistical forms tabulated	28,791
Returns summarized	37,483
Statistical tables compiled, sheets	1,027
Statistical tables copied, sheets	516
Returns compared with tables	11,786
Computations made	43,631
Catalogues examined for statistics	5,035
Periodicals and reports examined	1,581
Manuscript prepared, pages	1,059
Manuscript edited and revised, pages	7,636
Pages of Annual Report indexed	574

Proof read, galleys	1,470
Proof revised, galleys	1,391
Proof read, pages	3,763
Proof revised, pages	3,004
Manuscript compared, pages	198
Corrections transferred, pages	8,664
Duplicate proof stamped, pages and galleys	9,931
Official letters written	553
Envelopes and reminder cards addressed	50,581
Envelopes filled and sealed	46,819
Forms and circulars dated and stamped	46,233
Forms and circulars folded	45,463
Book slips addressed	22,830
New lists made, names	2,520
New list cards made, checked, and numbered	3,345
Books and catalogues arranged and shelved	1,000
Printed reports, book pages read for information	12,030
Tables ruled, sheets	1,263
Oral inquiries answered	709
Typewriting, copying, and comparing	3,909
Library cards made	12,511
Forms arranged alphabetically	1,640
Names of schools copied and addressed	8,373
Statistical forms prepared for binding	18,000
Receipts for reports arranged	850
Magazines arranged and packed	352
Library list cards alphabetically arranged	16,626

COMMON-SCHOOL STATISTICS, 1898-99.

TABLE 1.—Population, enrollment, average daily attendance, number and sex of teachers.

State or Territory.	Estimated total population in 1899.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
United States	73,960,220	15,138,715	20.47	10,389,407	131,793	283,867	415,000
North Atlantic Division...	20,565,000	3,621,226	18.01	2,617,693	19,160	82,562	101,712
South Atlantic Division...	10,001,400	2,141,132	21.41	1,293,526	20,603	27,713	48,316
South Central Division...	13,324,400	2,938,744	22.05	1,983,624	30,758	32,023	62,781
North Central Division...	25,993,500	5,685,866	21.87	3,957,198	54,804	124,246	179,050
Western Division	4,075,920	751,747	18.44	537,366	6,468	17,333	23,801
North Atlantic Division:							
Maine	656,800	131,588	20.04	97,706	1,020	5,427	6,447
New Hampshire	405,300	65,193	16.09	47,733	256	2,714	2,970
Vermont	329,100	66,429	20.19	48,014	509	3,289	3,798
Massachusetts	2,742,000	471,977	17.21	360,317	1,197	12,205	13,402
Rhode Island	419,700	64,537	15.37	46,087	207	1,706	1,913
Connecticut	889,100	151,325	17.02	109,951	372	3,713	4,085
New York	6,962,000	1,179,351	16.94	849,430	5,405	28,587	33,992
New Jersey	1,837,000	304,680	16.58	200,278	834	5,442	6,276
Pennsylvania	6,324,000	1,186,146	18.76	858,177	9,360	19,469	28,829
South Atlantic Division:							
Delaware	173,200	33,174	19.15	22,698	218	622	840
Maryland	1,221,000	229,332	18.77	132,685	1,162	3,965	5,127
District of Columbia...	293,200	45,560	15.55	34,032	155	1,004	1,159
Virginia	1,718,000	358,825	20.85	203,136	2,909	5,927	8,836
West Virginia	866,000	236,188	27.27	159,768	4,096	2,712	6,808
North Carolina	1,771,000	390,616	22.05	207,310	4,127	4,077	8,204
South Carolina	1,312,000	269,875	20.57	194,418	2,245	2,728	4,973
Georgia	2,132,000	469,107	22.01	265,480	4,570	5,007	9,577
Florida	515,000	108,455	21.06	74,004	1,121	1,671	2,792
South Central Division:							
Kentucky	2,016,000	501,893	24.89	308,697	4,909	5,051	9,960
Tennessee	1,958,000	499,845	25.54	352,734	5,019	4,195	9,214
Alabama	1,798,000	433,733	24.13	341,138	2,262	5,041	7,303
Mississippi	1,448,000	367,579	25.38	223,900	3,649	4,254	7,903
Louisiana	1,421,000	196,169	13.81	146,323	1,991	2,166	4,157
Texas	3,014,000	552,508	18.32	370,055	7,499	7,490	14,989
Arkansas	1,314,000	301,387	22.94	186,177	4,515	2,558	7,073
Oklahoma	355,400	85,635	24.10	54,600	914	1,268	2,182
Indian Territory							
North Central Division:							
Ohio	3,953,000	828,500	20.96	613,337	10,556	15,156	25,712
Indiana	2,262,000	556,651	24.61	424,725	7,252	8,236	15,488
Illinois	5,062,000	945,143	18.67	726,782	6,973	18,974	25,947
Michigan	2,286,000	498,665	21.81	350,000	3,471	12,093	15,564
Wisconsin	2,107,000	435,914	20.69	287,000	2,654	9,811	12,465
Minnesota	1,834,000	384,063	20.94	237,145	2,306	8,944	11,250
Iowa	2,101,000	554,992	26.42	364,409	5,855	22,839	28,694
Missouri	3,063,000	668,018	21.81	416,364	5,979	7,803	13,782
North Dakota	352,300	67,375	19.13	41,155	1,115	2,522	3,637
South Dakota	456,200	98,540	21.60	69,923	1,225	3,581	4,806
Nebraska	1,188,000	277,765	23.38	169,424	2,038	7,154	9,192
Kansas	1,329,000	370,240	27.87	256,934	5,380	7,133	12,513
Western Division:							
Montana	245,900	35,070	14.26	23,400	201	885	1,086
Wyoming	112,300	13,042	11.62	8,700	102	434	536
Colorado	617,300	108,816	17.63	69,065	737	2,567	3,294
New Mexico	185,400	27,173	14.66	17,400	390	316	706
Arizona	91,740	15,898	17.33	9,396	122	251	373
Utah	268,800	71,906	26.78	52,208	527	892	1,419
Nevada	41,080	7,348	17.89	4,982	40	274	314
Idaho	157,200	32,696	20.79	23,541	344	568	902
Washington	472,100	97,916	20.74	64,192	1,033	2,288	3,321
Oregon	378,100	88,485	23.40	61,234	1,250	2,443	3,693
California	1,506,000	253,397	16.83	208,248	1,722	6,435	8,157

TABLE 2.—Average number of days taught, salaries of teachers, value of school property, State and local taxation.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public-school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Fe-males.				
1	2	3	4	5	6	7	8
United States.....	143.2	\$45.25	\$38.14	\$524,689,255	\$36,197,838	\$143,371,150	\$15,429,749
North Atlantic Division...	152.0	56.91	41.20	203,372,776	12,273,611	60,234,180	5,891,303
South Atlantic Division...	97.4	29.23	28.27	33,979,584	4,751,975	6,457,440	880,099
South Central Division...	91.6	39.39	31.11	24,400,840	7,749,605	4,704,338	808,207
North Central Division...	133.9	47.00	38.19	223,007,368	6,874,450	63,514,214	6,461,607
Western Division.....	119.2	61.04	50.58	39,928,687	4,547,697	8,460,978	1,388,533
North Atlantic Division:							
Maine.....	98.0	39.03	27.20	4,222,395	512,418	962,965	0
New Hampshire.....	70.0	69.75	40.59	3,658,143	39,047	864,547	95,962
Vermont.....	115.6	41.23	25.04	1,800,000	87,549	746,844	79,628
Massachusetts.....	169.0	136.28	51.41	39,077,405	0	13,624,814	84,876
Rhode Island.....	169.0	103.74	51.00	5,175,045	120,469	1,268,884	50,827
Connecticut.....	172.4	89.87	43.61	10,192,747	313,140	2,515,371	75,454
New York.....	176.0			75,153,615	3,498,303	22,876,746	1,493,431
New Jersey.....	178.0	85.82	49.72	14,601,840	2,194,895	3,265,485	97,299
Pennsylvania.....	127.2	44.27	37.84	49,491,586	5,507,790	14,110,524	3,913,816
South Atlantic Division:							
Delaware.....	132.0	36.60	34.08	904,426	6,000	209,000	0
Maryland.....	183.0			4,750,000	725,034	1,813,708	339,644
District of Columbia.....	200.0	94.48	64.31	5,000,000	0	1,148,850	0
Virginia.....	98.2	32.09	26.39	3,336,166	964,282	943,346	55,463
West Virginia.....	76.8			3,471,697	342,680	1,439,758	108,527
North Carolina.....	50.0	25.07	22.24	10,938,805	760,460	21,522	147,683
South Carolina.....	100.0	25.18	24.29	845,596	558,694	93,088	76,673
Georgia.....	59.0			3,977,070	1,258,296	356,068	124,743
Florida.....		35.04	32.40	755,824	136,529	432,100	27,366
South Central Division:							
Kentucky.....	110.0	44.03	37.18	5,448,814	1,326,230	1,108,395	197,140
Tennessee.....	77.0	31.88	26.18	3,935,671	1,407,082		170,366
Alabama.....	66.5	2.04	25.35	1,500,000	450,000	152,000	165,213
Mississippi.....	110.0	32.18	26.69	1,636,055	630,225	413,911	66,634
Louisiana.....	65.0	37.06	29.71	1,125,000	289,594	739,272	49,502
Texas.....	140.0	49.22	35.52	7,490,300	3,181,865	868,347	141,488
Arkansas.....		38.50	36.75	2,565,000	356,145	930,789	0
Oklahoma.....		31.93	26.20	700,000	108,464	491,624	17,864
Indian Territory.....							
North Central Division:							
Ohio.....	165.0	50.00	40.00	41,446,838	1,784,264	10,512,843	563,440
Indiana.....	98.5	48.80	43.55	25,000,000	1,558,276	4,806,354	461,130
Illinois.....	146.7	60.42	53.27	49,138,724	1,000,000	15,549,535	551,873
Michigan.....	140.0	44.48	35.35	19,746,443	0	4,549,062	1,091,455
Wisconsin.....	155.0	41.00	29.50	14,800,000	602,576	4,081,350	602,728
Minnesota.....	83.0	46.00	35.00	15,187,564	696,842	3,232,805	923,948
Iowa.....	130.0	37.10	31.45	16,908,076	0	7,640,840	920,913
Missouri.....	90.0	49.40	42.40	17,020,880	729,777	5,089,113	221,339
North Dakota.....		39.92	35.51	2,132,738	349,900	1,110,441	51,802
South Dakota.....	75.0	36.45	30.82	2,905,924	0	1,222,807	83,002
Nebraska.....	72.0	45.05	36.56	9,215,220	152,815	2,239,803	865,219
Kansas.....	116.0	39.03	32.01	9,504,961	0	3,479,261	124,758
Western Division:							
Montana.....	89.0	69.28	48.61	1,857,965	575,332	159,094	58,667
Wyoming.....	200.0	60.40	42.86	441,460	0	203,370	1,407
Colorado.....	92.0	67.02	48.42	6,495,855	0	2,129,421	783,633
New Mexico.....	111.0			281,000	92,224		110,995
Arizona.....	0.0	73.23	63.17	490,504	10,000	236,382	4,556
Utah.....	152.0	61.42	41.19	2,801,556	291,732	712,499	49,313
Nevada.....	142.0	101.00	61.50	265,011	8,149	87,266	86
Idaho.....	45.0	56.11	44.83	763,305	0	242,078	30,934
Washington.....	80.0	42.13	34.53	4,977,679	792,245	1,128,548	47,762
Oregon.....	90.0	42.96	34.81	2,871,718	0	871,615	239,529
California.....	123.0	81.08	64.76	18,682,634	2,778,015	5,468,720	61,651

40 STATEMENT OF THE COMMISSIONER OF EDUCATION.

TABLE 3.—*Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes.*

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other expenditures.	Total expenditures, excluding payment of bonds.	Expended per capita of population.	Average daily expenditure per pupil.
1	2	3	4	5	6	7
United States	\$33,249,949	\$128,662,880	\$35,368,774	\$197,281,603	\$2.67	<i>Cents.</i> 13.3
North Atlantic Division ...	16,784,574	44,115,022	15,305,412	76,205,008	3.70	16.7
South Atlantic Division ...	1,288,185	9,502,535	1,870,698	12,661,418	1.27	8.7
South Central Division ...	920,547	11,540,567	1,275,026	13,736,140	1.03	6.7
North Central Division ...	12,710,559	53,599,483	14,115,603	80,425,645	3.09	13.4
Western Division	1,556,084	9,905,273	2,802,035	14,253,392	3.50	17.8
North Atlantic Division:						
Maine.....	192,808	1,118,954	201,363	1,513,125	2.30	12.3
New Hampshire.....	66,630	677,767	306,868	1,051,265	2.59	16.3
Vermont.....	202,516	647,694	124,401	974,611	2.69	13.0
Massachusetts.....	3,036,201	7,932,852	2,920,785	13,889,838	5.07	20.5
Rhode Island.....	291,096	998,315	281,484	1,570,895	3.74	18.0
Connecticut.....	605,190	1,948,917	566,409	3,120,516	3.51	15.0
New York.....	7,579,067	16,484,647	3,988,851	28,052,565	4.03	18.0
New Jersey.....	1,241,245	3,556,163	926,016	5,723,424	3.12	15.0
Pennsylvania.....	3,569,821	10,749,713	5,989,235	20,308,769	3.21	14.7
South Atlantic Division:						
Delaware.....	23,795	225,000	26,205	275,000	1.63	8.4
Maryland.....	424,848	132,954	354,725	2,912,527	2.38	11.7
District of Columbia...	78,419	801,016	269,415	1,148,850	3.92	18.8
Virginia.....	254,332	1,504,397	212,535	1,971,264	1.15	8.2
West Virginia.....	280,848	1,168,191	597,584	2,046,623	2.36	11.5
North Carolina.....	54,001	761,772	115,370	931,143	.53	6.3
South Carolina.....	80,529	647,601	41,685	769,815	.69	4.8
Georgia.....	41,573	1,701,748	194,633	1,937,954	.91	6.2
Florida.....	49,840	559,856	58,546	668,242	1.30	8.7
South Central Division:						
Kentucky.....	248,217	2,145,178	256,795	2,650,190	1.31	7.4
Tennessee.....	105,229	1,232,099	290,985	1,628,313	.83	5.2
Alabama.....	100,000	588,047	112,226	800,273	.46	4.5
Mississippi.....	34,260	1,057,735	73,845	1,165,840	.81	5.1
Louisiana.....		944,135	181,977	1,126,112	.79	6.4
Texas.....	200,937	4,030,188	245,332	4,476,457	1.49	9.8
Arkansas.....	111,299	1,121,899	59,265	1,292,463	.98	9.9
Oklahoma.....	120,605	421,286	54,601	596,492	1.68	12.7
Indian Territory.....						
North Central Division:						
Ohio.....	1,017,904	8,878,021	2,775,873	12,671,798	3.21	12.5
Indiana.....	3,387,124	4,800,965		8,188,089	3.62	13.4
Illinois.....	3,340,883	11,435,968	2,873,755	17,650,606	3.49	15.2
Michigan.....	85,902	4,312,245	1,485,222	5,883,369	2.57	10.4
Wisconsin.....	655,941	3,577,978	898,144	5,132,063	2.44	11.2
Minnesota.....	1,129,439	3,444,425	598,246	5,172,110	2.82	13.9
Iowa.....	500,414	5,417,663	2,059,983	7,978,060	3.80	13.9
Missouri.....	1,300,712	4,663,209	1,084,905	7,048,826	2.30	12.2
North Dakota.....	198,236	293,403	396,392	1,288,031	3.66	20.5
South Dakota.....	226,805	941,797	437,021	1,605,623	3.52	20.6
Nebraska.....	674,907	2,498,766	641,920	3,815,593	3.21	16.8
Kansas.....	192,292	2,935,043	864,142	3,991,477	3.00	12.5
Western Division:						
Montana.....	192,466	483,221	100,463	776,150	3.16	23.7
Wyoming.....	26,340	160,222	26,729	213,291	1.90	22.3
Colorado.....	236,825	1,454,117	590,771	2,281,713	3.70	19.9
New Mexico.....	15,923	122,729	15,880	154,532	.85	9.4
Arizona.....	60,627	178,114		238,741	2.60	20.0
Utah.....	171,586	579,346	241,041	991,973	3.69	12.6
Nevada.....	12,934	162,322	28,386	203,642	4.96	26.5
Idaho.....	23,052	205,849	41,476	274,377	1.75	12.7
Washington.....	158,773	1,081,008	556,014	1,795,795	3.80	18.9
Oregon.....	157,424	826,385	175,316	1,159,125	3.07	15.3
California.....	486,134	4,651,960	1,025,969	6,164,053	4.09	18.5

STATISTICS OF CITY SCHOOL SYSTEMS.

TABLE 4.—Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.

Cities of—	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States	632	3,920,467	2,931,679	Days. 187.9	8,622	78,618	\$55,689,787	\$93,413,046
North Atlantic Division...	249	1,877,305	1,403,875	189.9	3,774	38,150	27,571,736	49,575,675
South Atlantic Division...	46	273,245	192,029	183.4	712	5,184	3,278,909	4,550,947
South Central Division...	55	210,848	150,907	175.6	632	3,724	2,341,240	3,159,791
North Central Division...	244	1,345,932	1,026,364	188.5	2,937	27,207	18,837,066	30,513,048
Western Division	38	213,137	158,504	184.7	567	4,356	3,660,836	5,613,585
North Atlantic Division:								
Maine	10	24,110	18,858	175.4	76	635	314,655	476,041
New Hampshire	8	19,757	13,768	180.1	63	447	257,089	370,036
Vermont	3	5,699	4,217	184.8	9	143	70,960	134,219
Massachusetts	59	352,756	281,893	192.1	852	7,677	6,087,999	10,710,315
Rhode Island	10	55,580	36,514	183.9	128	1,207	790,974	1,366,530
Connecticut	22	67,375	67,381	192.6	222	2,027	1,287,934	2,299,565
New York	55	739,746	544,463	192.1	1,292	14,870	11,543,660	21,162,854
New Jersey	23	161,650	112,860	191.3	260	3,114	1,964,204	3,714,537
Pennsylvania	59	430,632	323,921	185.3	872	8,030	5,254,271	9,341,678
South Atlantic Division:								
Delaware	1	11,005	8,082	195.0	7	240	121,311	191,617
Maryland	5	86,667	58,053	194.9	177	1,747	1,136,798	1,444,635
District of Columbia ..	2	45,560	31,220	177.7	158	1,003	801,016	1,148,850
Virginia	10	34,178	25,712	183.4	129	558	320,664	608,324
West Virginia	4	13,074	8,567	181.5	46	251	138,073	198,307
North Carolina	7							
South Carolina	4	14,160	11,422	176.6	29	176	85,866	102,109
Georgia	9	43,859	32,024	177.6	93	726	437,084	542,603
Florida	4	10,085	6,875	145.2	28	171	104,816	136,492
South Central Division:								
Kentucky	12	51,391	37,977	185.3	132	987	696,583	980,881
Tennessee	6	31,996	22,945	180.9	95	498	322,484	469,780
Alabama	6	17,232	12,412	154.2	57	338	145,805	179,872
Mississippi	5	7,728	5,831	175.5	14	158	64,086	82,774
Louisiana	3	33,482	23,856	169.5	35	718	349,010	472,920
Texas	18	55,334	38,408	174.0	240	824	627,358	788,041
Arkansas	4	12,114	8,600	174.8	42	166	129,282	168,715
Oklahoma	1	1,571	878	177.2	6	25	6,632	16,808
Indian Territory	0	0	0	0	0	0	0	0
North Central Division:								
Ohio	44	254,024	200,961	187.3	620	5,125	3,562,192	5,552,513
Indiana	32	116,860	85,678	182.3	387	2,246	1,440,010	2,305,865
Illinois	42	348,351	273,082	196.0	708	7,313	6,293,133	10,153,347
Michigan	29	136,332	100,012	190.3	233	2,712	1,560,540	2,580,715
Wisconsin	23	106,595	80,827	188.0	283	2,100	1,298,579	2,186,878
Minnesota	10	81,871	64,642	187.6	106	1,842	1,168,650	1,716,749
Iowa	23	73,534	56,174	181.1	153	1,641	891,473	1,473,724
Missouri	15	139,877	99,524	186.9	263	2,608	1,669,869	2,977,931
North Dakota	2	3,286	2,460	185.9	4	71	43,831	97,455
South Dakota	1	2,054	1,568	180.0	4	46	27,931	34,219
Nebraska	10	40,958	29,340	178.8	58	808	490,383	789,014
Kansas	13	42,190	32,096	171.0	118	692	390,475	644,638
Western Division:								
Montana	3	10,189	7,637	182.2	17	224	160,428	301,680
Wyoming	1	1,148	831	170.2	2	26	21,545	27,613
Colorado	10	39,954	27,948	180.7	96	737	662,398	1,110,288
New Mexico	1	1,400	1,028	167.0	3	27	20,000	
Arizona	0	0	0	0	0	0	0	0
Utah	3	18,086	14,430	173.8	82	322	213,093	384,673
Nevada	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0
Washington	4	24,149	17,489	178.7	60	476	274,582	649,437
Oregon	3	14,618	11,275	177.4	43	303	228,785	350,935
California	13	103,599	77,866	190.9	263	2,240	2,080,005	2,758,284

STATISTICS OF SECONDARY EDUCATION, 1898-99.

TABLE 5.—*Instructors and students in public high schools and in private high schools and academies.*

State or Territory.	Public high schools.					Private secondary schools.				
	Num- ber.	Secondary teachers.		Secondary students.		Num- ber.	Secondary teachers.		Secondary students.	
		Male.	Fe- male.	Male.	Fe- male.		Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11
United States	5,495	9,239	9,479	197,127	279,100	1,957	3,940	5,470	51,900	51,938
North Atlantic Division...	1,342	2,461	3,613	63,536	87,147	664	1,724	2,370	20,797	18,528
South Atlantic Division...	406	591	526	10,278	15,406	377	624	766	8,945	8,738
South Central Division...	598	895	662	14,680	20,952	417	620	816	10,335	10,601
North Central Division...	2,916	4,779	4,205	98,691	140,370	371	742	1,133	9,687	10,953
Western Division	233	513	473	9,942	15,225	128	230	385	2,136	3,118
North Atlantic Division:										
Maine	157	179	166	3,870	4,973	37	53	91	1,193	1,388
New Hampshire	52	66	99	1,546	1,918	31	104	66	1,560	885
Vermont	54	56	79	1,367	1,802	21	35	56	670	676
Massachusetts	232	514	888	14,841	19,584	101	261	404	3,018	2,536
Rhode Island	18	78	91	1,448	1,988	12	29	45	234	280
Connecticut	69	127	195	3,039	3,924	58	116	174	1,166	1,322
New York	369	688	1,296	22,266	28,524	202	551	876	5,040	5,842
New Jersey	89	161	297	3,932	6,222	71	169	237	1,936	1,650
Pennsylvania	302	592	502	11,227	18,212	131	406	421	5,980	4,049
South Atlantic Division:										
Delaware	13	17	25	424	663	2	8	7	119	101
Maryland	48	96	62	1,820	2,270	37	88	119	874	1,101
District of Columbia...	5	53	75	1,254	2,062	19	35	83	230	507
Virginia	67	80	98	1,584	2,382	80	146	145	1,675	1,635
West Virginia	26	45	29	588	1,190	12	18	36	235	358
North Carolina	17	24	13	410	527	119	187	156	3,187	2,462
South Carolina	99	117	86	1,567	2,368	31	51	66	779	575
Georgia	109	126	113	2,245	3,321	71	89	133	1,828	1,867
Florida	22	33	25	386	623	6	2	21	18	132
South Central Division:										
Kentucky	69	111	116	2,336	3,090	82	106	175	1,565	1,512
Tennessee	101	140	86	2,246	3,088	102	162	172	2,816	2,689
Alabama	54	79	72	1,294	1,772	56	73	85	1,312	1,052
Mississippi	91	102	94	1,653	2,213	46	59	85	1,120	1,101
Louisiana	21	41	57	584	1,241	31	37	87	531	679
Texas	201	328	188	5,127	7,818	64	117	170	1,986	2,638
Arkansas	58	80	38	1,263	1,549	24	51	24	777	675
Oklahoma	4	6	8	115	173	2	3	6	21	34
Indian Territory	4	8	3	62	8	10	12	12	207	226
North Central Division:										
Ohio	613	969	642	18,687	24,281	53	84	204	1,053	1,515
Indiana	362	689	352	10,647	14,821	28	60	89	922	1,212
Illinois	343	689	675	14,573	22,546	65	123	208	1,467	1,964
Michigan	286	433	564	11,574	15,572	23	31	95	369	823
Wisconsin	183	306	341	7,566	9,982	25	82	86	886	533
Minnesota	112	172	324	4,862	7,002	29	74	77	792	718
Iowa	330	471	535	11,193	16,206	35	54	89	908	990
Missouri	211	389	316	7,723	11,801	74	160	179	2,484	2,185
North Dakota	25	28	28	405	599	2	3	5	20	48
South Dakota	29	36	38	788	1,083	7	10	20	101	146
Nebraska	233	313	202	5,394	8,198	15	23	44	262	415
Kansas	189	284	188	5,279	8,279	15	38	37	423	404
Western Division:										
Montana	15	17	26	433	559	2	1	8	0	53
Wyoming	6	6	7	118	151	2	4	4	35	48
Colorado	41	118	99	2,242	3,215	6	10	27	58	87
New Mexico	6	10	3	60	116	4	4	8	31	52
Arizona	2	5	3	55	117	1	0	2	0	10
Utah	4	19	15	366	575	12	39	27	613	480
Nevada	7	9	10	160	263					
Idaho	7	10	3	129	225	6	14	9	90	80
Washington	36	65	45	1,114	1,874	13	19	52	176	339
Oregon	15	27	27	670	1,107	19	38	49	393	535
California	94	227	235	4,595	7,023	63	101	199	745	1,434

STATISTICS OF HIGHER EDUCATION, 1898-99.

TABLE 6.—*Instructors and students in public and private normal schools of the United States.*

State or Territory.	Public normal schools.					Private normal schools.				
	Num-ber.	Teachers of normal students.		Students in normal courses.		Num-ber.	Teachers of normal students.		Students in normal courses.	
		Male.	Fe-male.	Male.	Fe-male.		Male.	Fe-male.	Male.	Fe-male.
1	2	3	4	5	6	7	8	9	10	11
United States	166	839	1,218	11,543	33,265	165	683	403	11,829	11,743
North Atlantic Division..	57	320	579	4,242	13,472	10	56	52	445	1,790
South Atlantic Division..	25	71	103	1,032	2,762	33	57	78	581	1,000
South Central Division..	26	78	96	1,157	2,115	46	136	101	2,356	1,799
North Central Division..	41	284	354	4,840	11,985	72	356	159	8,139	6,687
Western Division	17	86	86	772	2,931	4	28	13	308	467
North Atlantic Division:										
Maine	5	9	22	92	608	2	1	5	18	22
New Hampshire	1	4	4	2	101					
Vermont	3	5	11	36	225					
Massachusetts	10	44	78	56	1,365	3	4	21	0	159
Rhode Island	1	4	16	0	172					
Connecticut	4	8	48	3	572					
New York	15	72	227	1,153	4,735	1	27	21	102	1,290
New Jersey	3	16	19	78	790					
Pennsylvania	15	158	154	2,822	4,904	4	24	5	325	319
South Atlantic Division:										
Delaware	1	0	2	0	25					
Maryland	1	4	8	13	393	3	9	2	36	43
District of Columbia ..	2	0	19	14	156	2	0	8	0	43
Virginia	3	7	15	68	240	7	14	15	124	213
West Virginia	7	26	17	542	469	2	6	5	109	146
North Carolina	6	13	7	132	678	7	10	21	118	248
South Carolina	1	8	23	0	177	5	6	10	41	58
Georgia	2	7	9	220	549	4	6	12	84	193
Florida	2	6	3	43	75	3	6	5	69	56
South Central Division:										
Kentucky	6	10	7	171	211	8	22	18	471	260
Tennessee	1	15	11	210	394	13	41	20	617	585
Alabama	5	16	35	290	527	2	16	22	349	213
Mississippi	7	12	3	94	90	11	23	16	306	260
Louisiana	2	5	20	66	379					
Texas	3	7	13	175	348	6	17	14	365	266
Arkansas	1	8	3	40	26	6	17	11	248	215
Oklahoma	1	5	4	111	140					
Indian Territory										
North Central Division:										
Ohio	5	8	23	12	575	11	71	20	2,795	1,309
Indiana	2	27	19	436	743	10	70	40	2,162	1,608
Illinois	3	30	42	464	1,304	8	40	20	549	744
Michigan	3	29	48	207	992	3	4	5	210	314
Wisconsin	7	56	67	778	1,951	2	14	1	52	27
Minnesota	5	27	48	437	1,698	2	7	0	34	21
Iowa	5	34	28	515	1,582	18	75	33	1,276	1,291
Missouri	4	32	26	629	971	5	19	8	61	84
North Dakota	2	8	10	104	274	1	2	0	25	10
South Dakota	3	7	20	157	411	1	2	1	31	27
Nebraska	1	10	8	175	482	4	17	10	669	923
Kansas	1	16	15	426	1,002	7	35	21	275	329
Western Division:										
Montana	1	5	3	10	120					
Wyoming										
Colorado	1	9	8	49	274	1	4	4	64	182
New Mexico	1	3	1	10	25					
Arizona	1	3	3	62	120					
Utah	1	2	0	85	72	2	23	8	244	263
Nevada										
Idaho	2	5	5	59	92					
Washington	2	7	10	69	253					
Oregon	4	19	12	214	347					
California	4	33	44	214	1,628	1	1	1	0	22

TABLE 7.—*Instructors and students in coeducational colleges and universities and in colleges for men only.*

State or Territory.	Number of in- stitu- tions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Graduate.		
		Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	
1	2	3	4	5	6	7	8	9	10	11
United States	484	8,209	1,679	31,156	15,071	54,760	17,757	3,707	1,191	\$20,242,039
North Atlantic Division ..	84	2,663	156	5,931	1,091	20,737	2,402	1,617	242	8,338,710
South Atlantic Division ..	73	907	163	3,469	1,315	5,947	968	449	23	1,979,986
South Central Division ..	84	857	318	5,244	3,155	6,219	2,418	111	116	1,621,520
North Central Division ..	198	3,088	863	13,969	7,552	18,395	9,852	1,332	649	6,684,581
Western Division	45	694	179	2,543	1,958	3,462	2,117	198	161	1,617,242
North Atlantic Division:										
Maine	4	85	3	0	0	808	188	6	0	217,320
New Hampshire	2	59	0	20	0	610	0	4	0	113,000
Vermont	3	53	0	0	0	339	111	3	3	108,952
Massachusetts	9	505	8	379	17	3,813	393	425	31	1,840,978
Rhode Island	1	71	1	0	0	661	165	45	39	129,678
Connecticut	3	223	0	0	0	2,115	73	217	43	890,091
New York	23	917	69	3,649	616	5,406	594	575	89	2,882,726
New Jersey	5	139	4	280	39	1,337	0	134	0	529,893
Pennsylvania	34	611	71	1,603	419	5,648	878	208	37	1,626,072
South Atlantic Division:										
Delaware	2	19	1	15	9	95	7	6	0	49,171
Maryland	11	218	16	563	79	871	127	216	0	515,248
District of Columbia ..	7	175	9	481	34	483	137	133	13	441,528
Virginia	10	112	6	278	88	1,068	37	44	0	285,577
West Virginia	3	64	14	260	59	282	153	9	5	164,522
North Carolina	15	117	33	651	347	1,308	152	20	2	200,314
South Carolina	9	78	25	442	302	677	67	6	0	99,222
Georgia	11	78	28	545	207	990	175	10	0	150,937
Florida	5	46	31	234	190	173	113	5	3	73,467
South Central Division:										
Kentucky	13	142	49	1,055	757	1,164	279	19	2	274,969
Tennessee	24	249	109	1,520	899	1,735	856	53	8	480,775
Alabama	8	82	10	219	152	765	223	7	0	108,779
Mississippi	4	39	5	101	20	340	31	8	0	80,240
Louisiana	9	98	41	378	182	627	198	7	94	233,954
Texas	16	172	64	1,214	647	1,212	547	13	12	302,833
Arkansas	7	59	21	495	317	340	254	1	0	110,722
Oklahoma	1	10	2	114	75	22	14	2	0	20,158
Indian Territory	2	6	17	148	106	14	16	1	0	9,090
North Central Division:										
Ohio	34	563	134	2,492	1,136	3,220	1,317	117	56	1,236,764
Indiana	13	253	28	978	241	1,769	715	103	37	513,772
Illinois	31	654	154	2,298	1,188	3,357	2,004	681	351	1,637,655
Michigan	9	174	50	571	210	1,439	871	56	23	611,781
Wisconsin	10	196	37	654	157	1,692	554	83	32	487,514
Minnesota	9	193	42	447	207	1,233	718	148	49	481,955
Iowa	25	246	118	1,662	1,278	1,708	942	44	33	406,835
Missouri	27	328	124	2,042	1,078	1,724	736	31	16	569,489
North Dakota	3	21	11	212	332	75	49	0	3	59,428
South Dakota	6	50	32	335	273	127	85	2	2	77,455
Nebraska	11	158	55	764	557	866	673	42	29	270,376
Kansas	20	252	78	1,514	895	1,185	688	25	18	331,557
Western Division:										
Montana	3	18	16	112	111	46	51	1	0	41,642
Wyoming	1	11	3	39	42	33	23	2	1	49,219
Colorado	4	85	23	365	274	333	240	21	11	243,699
New Mexico	1	13	4	30	36	10	0	3	0	11,756
Arizona	1	12	4	20	20	53	38	0	2	56,919
Utah	4	47	12	471	616	92	80	0	0	88,855
Nevada	1	15	8	63	87	94	78	2	7	56,522
Idaho	1	13	6	62	42	44	31	1	3	65,460
Washington	8	82	20	305	154	374	198	10	2	106,630
Oregon	9	75	35	447	331	219	149	6	3	91,475
California	12	323	48	629	245	2,164	1,229	152	132	805,065

TABLE 8.—*Instructors and students in schools of technology and institutions conferring only the B. S. degree.*

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Graduate.		
		Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	
1	2	3	4	5	6	7	8	9	10	11
United States	43	1, 116	100	2, 357	732	8, 858	1, 279	180	60	\$4, 260, 699
North Atlantic Division	11	373	12	227	12	2, 502	232	20	0	1, 230, 161
South Atlantic Division	8	195	2	362	35	1, 681	14	34	0	1, 337, 724
South Central Division	6	105	3	479	54	902	53	27	4	270, 561
North Central Division	11	313	52	679	341	2, 978	670	85	45	890, 185
Western Division	8	130	31	610	290	795	343	14	11	532, 069
North Atlantic Division:										
Maine										
New Hampshire	1	21	0	8	0	101	9	2	0	71, 998
Vermont										
Massachusetts	3	212	2	0	0	1, 482	47	18	0	471, 576
Rhode Island	1	16	7	28	9	84	36	0	0	56, 500
Connecticut	1	10	2	9	3	55	24	0	0	53, 310
New York	3	74	1	0	0	426	106	0	0	509, 165
New Jersey	2	40	0	182	0	354	10	0	0	67, 615
Pennsylvania										
South Atlantic Division:										
Delaware										
Maryland	1	56	0	0	0	280	0	7	0	998, 171
District of Columbia										
Virginia	2	45	0	0	0	552	0	9	0	124, 792
West Virginia										
North Carolina	2	37	2	76	35	249	14	15	0	53, 375
South Carolina	2	37	0	186	0	368	0	3	0	132, 386
Georgia	1	20	0	100	0	232	0	0	0	29, 000
Florida										
South Central Division:										
Kentucky										
Tennessee										
Alabama	1	30	0	38	0	283	17	16	2	62, 660
Mississippi	2	40	0	360	10	203	10	5	0	84, 378
Louisiana										
Texas	1	21	0	0	0	352	0	4	0	74, 780
Arkansas										
Oklahoma	1	14	3	81	44	64	26	2	2	48, 743
Indian Territory										
North Central Division:										
Ohio	1	20	0	0	0	240	0	10	0	70, 000
Indiana	2	78	6	0	0	718	69	25	22	201, 033
Illinois	1	32	3	300	200	200	0	0	0	100, 000
Michigan	2	56	6	0	0	551	93	1	0	165, 519
Wisconsin										
Minnesota										
Iowa	1	50	17	95	34	480	120	13	2	119, 647
Missouri										
North Dakota	1	20	3	88	40	86	19	3	1	71, 646
South Dakota	2	24	5	106	47	243	75	9	4	64, 033
Nebraska										
Kansas	1	33	12	90	20	460	261	24	16	98, 307
Western Division:										
Montana	1	11	8	109	70	29	17	0	0	54, 000
Wyoming										
Colorado	2	40	3	31	14	356	64	0	0	124, 000
New Mexico	2	17	7	146	63	23	21	3	0	49, 000
Arizona										
Utah	1	20	3	248	91	90	47	2	1	60, 393
Nevada										
Idaho										
Washington	1	23	5	76	52	107	61	2	2	155, 292
Oregon	1	19	15	0	0	190	133	7	8	88, 386
California										

TABLE 9.—*Instructors and students in colleges and seminaries for women which confer degrees.*

State or Territory.	Number of institutions.	Professors and instructors.		Female students.		
		Male.	Female.	Preparatory.	Collegiate.	Graduate.
1	2	3	4	5	6	7
United States.....	145	673	1,768	5,089	14,985	474
North Atlantic Division.....	21	301	428	1,203	4,602	25
South Atlantic Division.....	47	182	494	1,096	4,767	11
South Central Division.....	52	110	507	1,548	4,286	2
North Central Division.....	23	72	295	1,131	1,280	3
Western Division.....	2	8	44	171	50	
North Atlantic Division:						
Maine.....	2	11	12	224	27	6
New Hampshire.....						
Vermont.....						
Massachusetts.....	5	167	170	15	2,633	87
Rhode Island.....						
Connecticut.....						
New York.....	5	71	122	519	1,133	93
New Jersey.....	1	8	7	33	5	1
Pennsylvania.....	8	54	117	412	804	72
South Atlantic Division:						
Delaware.....						
Maryland.....	5	33	68	114	628	5
District of Columbia.....						
Virginia.....	12	48	114	322	1,008	11
West Virginia.....	1	1	3	19	10	0
North Carolina.....	9	29	96	255	831	7
South Carolina.....	9	37	77	112	1,045	21
Georgia.....	11	34	136	214	1,245	35
Florida.....						
South Central Division:						
Kentucky.....	11	24	105	238	852	7
Tennessee.....	12	30	135	374	1,155	25
Alabama.....	9	17	78	181	592	24
Mississippi.....	12	20	118	521	1,065	17
Louisiana.....	2	3	15	62	86	1
Texas.....	5	14	49	122	486	39
Arkansas.....	1	2	7	50	50	0
Oklahoma.....						
Indian Territory.....						
North Central Division:						
Ohio.....	4	8	77	207	213	8
Indiana.....						
Illinois.....	4	11	48	324	175	5
Michigan.....						
Wisconsin.....	1	0	16	115	32	0
Minnesota.....	1	0	9	36	14	0
Iowa.....						
Missouri.....	11	48	127	360	781	7
North Dakota.....						
South Dakota.....						
Nebraska.....						
Kansas.....	2	5	18	89	65	0
Western Division:						
Montana.....						
Wyoming.....						
Colorado.....						
New Mexico.....						
Arizona.....						
Utah.....						
Nevada.....						
Idaho.....						
Washington.....						
Oregon.....						
California.....	2	8	44	171	50	3

TABLE 10.—*Summary of statistics of professional schools for 1898-99.*

State or Territory.	Theological.			Law.			Medical.		
	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.	Schools.	In-struct-ors.	Stu-dents.
1	2	3	4	5	6	7	8	9	10
United States.....	163	996	8,261	96	966	11,874	151	4,389	23,778
North Atlantic Division..	49	382	2,950	16	260	4,058	26	1,004	6,644
South Atlantic Division..	22	138	1,067	20	113	1,602	22	482	2,971
South Central Division...	17	88	658	17	110	722	21	399	3,715
North Central Division...	65	348	3,406	36	417	5,032	71	2,195	9,586
Western Division.....	10	45	180	7	66	460	11	309	862
North Atlantic Division:									
Maine.....	2	13	63	1	9	30	2	32	167
New Hampshire.....							1	17	131
Vermont.....							1	25	210
Massachusetts.....	8	69	464	2	46	965	4	199	1,073
Rhode Island.....				1	14	52			
Connecticut.....	3	40	180	1	37	196	1	25	109
New York.....	14	114	978	7	115	2,228	11	445	2,449
New Jersey.....	5	37	473						
Pennsylvania.....	17	109	792	4	39	587	6	261	2,505
South Atlantic Division:									
Delaware.....				2	18	278	8	210	1,183
Maryland.....	6	62	519	6	55	695	4	114	445
District of Columbia..	4	24	167	3	14	235	3	73	624
Virginia.....	4	19	196	1	3	133			
West Virginia.....				3	6	160	3	22	168
North Carolina.....	3	11	50	1	1	24	1	17	97
South Carolina.....	3	15	37	4	16	77	3	46	454
Georgia.....	2	7	98						
Florida.....									
South Central Division:									
Kentucky.....	3	21	325	3	14	111	6	131	816
Tennessee.....	8	44	229	7	51	259	8	161	1,871
Alabama.....	3	12	52	1	2	27	2	41	238
Mississippi.....				2	13	62			
Louisiana.....	1	3	23	1	5	71	2	21	392
Texas.....	1	1	5	2	10	169	2	32	290
Arkansas.....	1	2	24	1	15	23	1	13	108
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	13	64	462	7	69	707	13	341	1,369
Indiana.....	3	20	101	5	45	475	4	122	302
Illinois.....	15	104	1,177	10	136	1,297	15	630	2,999
Michigan.....	4	13	109	2	14	766	6	191	1,044
Wisconsin.....	4	28	309	2	12	259	2	69	199
Minnesota.....	9	45	380	1	20	448	3	103	429
Iowa.....	5	18	216	2	13	363	5	93	626
Missouri.....	7	35	567	3	40	371	17	491	2,212
North Dakota.....									
South Dakota.....									
Nebraska.....	3	13	53	2	52	170	3	84	238
Kansas.....	2	8	32	2	16	176	3	71	168
Western Division:									
Montana.....									
Wyoming.....									
Colorado.....	2	10	32	2	38	94	4	121	230
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....									
Washington.....									
Oregon.....	3	12	58	2	4	51	2	39	84
California.....	5	23	90	3	24	315	5	149	543

48 STATEMENT OF THE COMMISSIONER OF EDUCATION.

General summary of statistics of professional and allied schools for 1898-99.

Class.	Schools.	Instructors.	Students.	Graduates.
Theological	163	996	a 8,261	1,714
Law	96	966	b 11,874	3,140
Medical	151	4,389	23,778	4,911
Dental	50	948	7,354	1,987
Pharmaceutical	51	442	3,551	1,230
Veterinary	13	153	316	100
Nurse training	393	.....	10,018	3,132
Total	917	7,894	65,152	16,214

a 156 women included.

b 167 women included.

Summary of statistics of medical schools, by classes, for 1898-99.

Class.	Schools.	Instructors.	Students.	Graduates.
Regular	122	3,562	21,401	4,314
Homeopathic	21	636	1,802	433
Eclectic	6	131	500	152
Physiomedical	2	60	75	12
Total	151	4,389	23,778	4,911

TABLE 11.—*Enrollment in other schools.*

City evening schools	185,000
Business schools	70,686
Indian schools	23,500
Schools for defective classes	23,691
Reform schools	24,925
Benevolent institutions, chiefly orphan asylums	14,000
Schools in Alaska	1,369
Private kindergartens	93,737
Miscellaneous	50,000
Total	486,908

The miscellaneous in the above table includes such institutions as schools of art, music, elocution, and oratory, as well as private evening schools and schools of various arts not elsewhere included, such as cooking, etc.

CLERICAL FORCE OF THE OFFICE OF EDUCATION.

The organization and force of the office at the close of the year were as follows:

Commissioner.—William T. Harris, Massachusetts.

Chief clerk.—Lovick Pierce, Georgia.

Collector and compiler of statistics.—Isaac Edwards Clarke, New York.

Specialist in education as a preventive of pauperism and crime.—Arthur MacDonald.

Clerk of class 4—Agricultural college clerk.—Wellford Addis, Florida.

Clerk to Commissioner.—Charles E. Waters, Rhode Island.

Division of correspondence and records.—Mrs. Harriette F. Hovey,

Illinois; Miss Eleanor T. Chester, Illinois; Almos P. Bogue, Michigan; Mrs. Florence K. Evans, Kansas; Miss Caroline G. Forbes, Virginia; Mrs. E. V. D. Miller, Mississippi; Mrs. R. L. Foot, South Carolina.

Division of statistics.—Statistician, Alexander Summers, Tennessee; Frederick E. Upton, New Jersey; James C. Boykin, Georgia; Lewis A. Kalbach, Pennsylvania; Allen E. Miller, South Carolina; Mrs. Frances A. Reigart, Colorado; Mrs. Pearl Woolverton, Mississippi; Miss Nathalie Leveque, Indiana; Robert L. Packard, District of Columbia; Miss Bertha Y. Hebb, Alabama; Miss Mary L. Silcott, Idaho, detailed from Pension Office; Miss Margaret S. Getty, Ohio; George F. Harley, Georgia.

Division of international exchange.—Specialist, Louis R. Klemm, Ohio; translator, Miss Annie Tolman Smith, District of Columbia; Miss Frances Graham French, Maine; Mrs. Nannie H. McRoberts, District of Columbia; Mrs. A. N. Chalker, New York.

Division of the library and museum.—Librarian, Henderson Presnell, Tennessee; Henry R. Evans, Maryland; Miss Sophie Nussbaum, New York; Mrs. Aduella P. Bryant, Tennessee; assistant messenger, John E. Patton, North Carolina; Mrs. Louise D. Goldsberry, Ohio; Alfred R. Cheever, Kansas.

Alaska division.—General agent of education in Alaska, Sheldon Jackson, Alaska; assistant agent, William Hamilton, Pennsylvania.

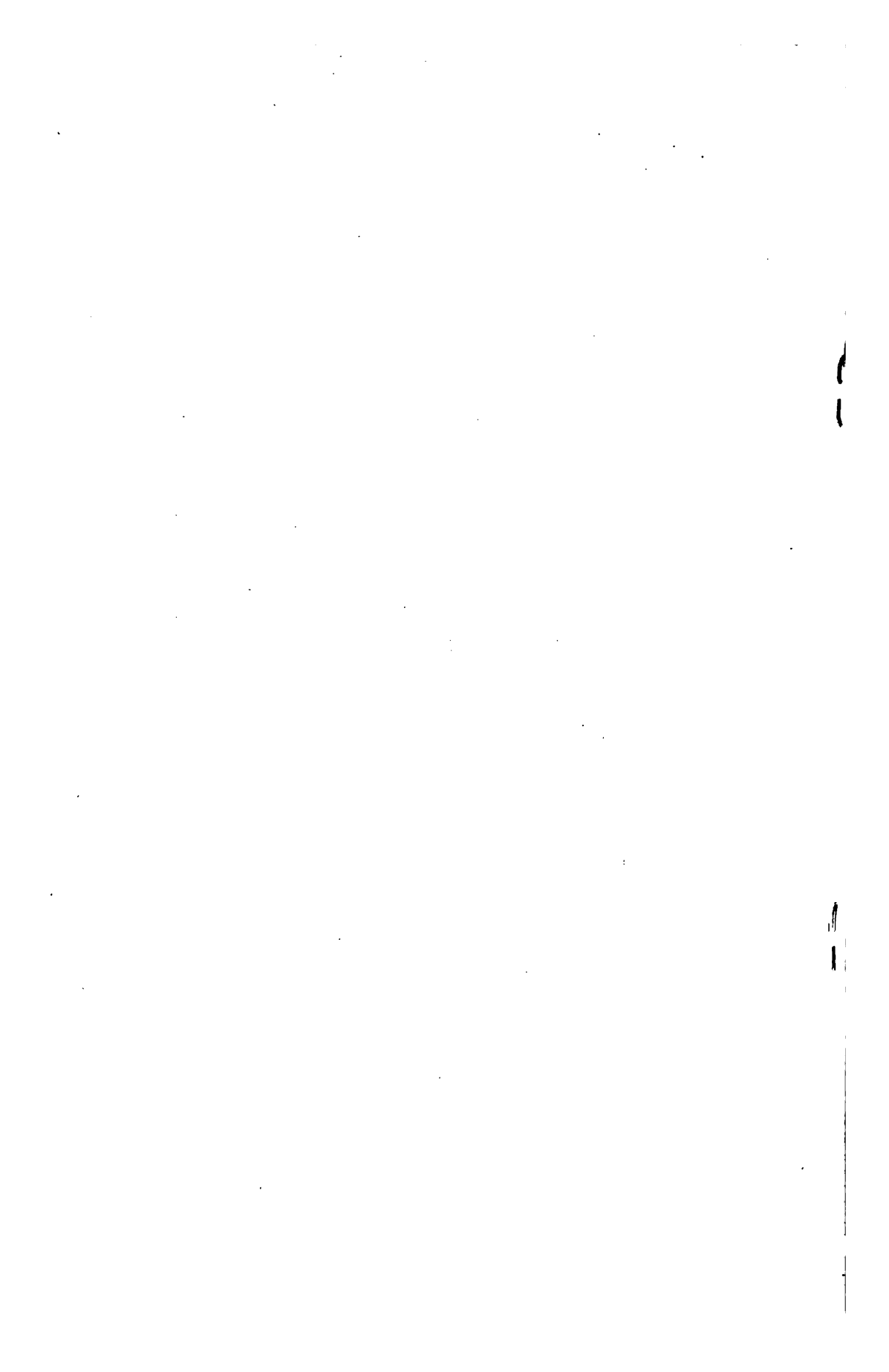
Laborers.—Thomas Casey, Alabama; Frank Morrison, Alabama; John R. Hendley, Kansas; George W. Cole, District of Columbia; Greene S. W. Lewis, Kansas; Henry C. Johnson, Texas.

All of which is respectfully submitted.

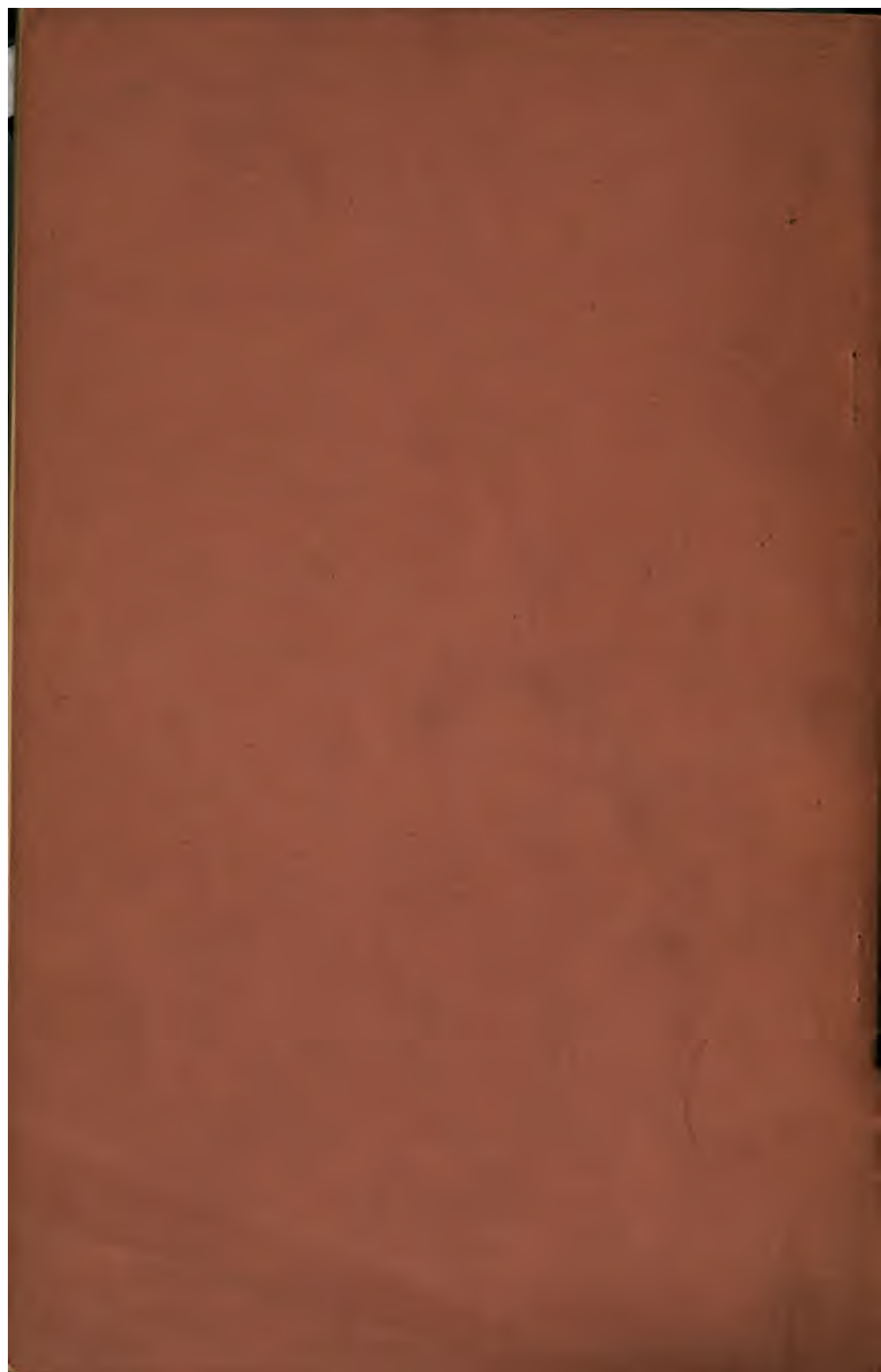
W. T. HARRIS, *Commissioner.*

Hon. ETHAN A. HITCHCOCK,

Secretary of the Interior.







Annual Statement
of the
Commissioner of Education
to the
Secretary of the Interior
for the
Fiscal Year Ended June 30, 1904.

U. S. Department of the Interior



Washington:
Government Printing Office,
1904.



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Annual Statement

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Annual Statement
of the
Commissioner of Education
to the
Secretary of the Interior.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 5, 1904.

SIR: I have the honor to submit the following statement of the operations of this Office for the fiscal year ending June 30, 1904:

Since my last statement the annual report of this Office for 1902 has been delivered by the Public Printer and distributed to institutions of education in this country and abroad. The report for 1903 has been in the hands of the Printer for several months and is now nearly ready for distribution.

The Bureau of Education was established by Congress "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

In accordance with the general governmental policy of the United States, the purpose of the Bureau is to aid local self-government in education; and this is done, not by taking the control out of the hands of the people, but by collecting such information as will enable the local directors and teachers to manage their schools in the light of the experience of the whole country and, as far as possible, of the whole world.

But there are certain functions which have been added from time to time to the Bureau by act of Congress differing somewhat from those described. The entire management of the Government schools in Alaska outside of incorporated towns is lodged in the Bureau, and a special agent appointed to take immediate charge of the schools under the general direction of the Commissioner of Education. The management of the annual distribution of the endowment by Congress of the agricultural and mechanical colleges (under act of August 30, 1890) is also placed in charge of this Bureau.

To obtain the items of information required to tabulate the statistics of schools in the United States 25 different forms of inquiry are sent out to school officials and institutions. The items of infor-

mation called for by these several forms of inquiry number in all 740, and the different schedules sent in to be tabulated amount to 19,894, but in many cases a second and a third schedule has to be mailed to the institution or public officer who makes the returns.

I give the following general items which condense into summaries the detailed statistics which go to make the bulk of my annual report for 1903:

Pupils enrolled in the common schools during the year, 16,009,361, the same being 20.04 per cent of the entire population, as estimated by the Bureau of the Census, viz, 79,900,389. In 1870 the number enrolled was 6,871,522, the same being 17.82 per cent of the population. In 1880 the percentage enrolled had increased somewhat, being at that time 19.67 per cent of the population. In 1890 the per cent of the total population was somewhat in excess of the present rate. The average daily attendance for 1903 was 11,054,502, the same being 69.2 per cent of the total number enrolled. This is the largest average attendance on the number enrolled ever reported in the United States. It was only 59.3 per cent in 1870. The actual average number of days attended by each pupil enrolled reached 101.7 days, which was 23.3 days in excess of that of 1870. The school term for the first time in the history of the United States reached 145 days in 1902. In 1903 it was 147.2. These items and some others may be shown in a comparative table.

	1870.	1880.	1890.	1900.	1903.
Length of school terms in days.....	132	180	135	144	147.2
Average number of days attended by each pupil enrolled.....	78	81	86	99	101.7
Number of male teachers.....	77,529	122,795	125,525	126,588	117,085
Number of female teachers.....	122,986	163,798	238,397	296,474	332,252
Amount expended for the support of public schools.....	\$63,306,666	\$78,094,687	\$140,506,715	\$214,964,618	\$251,637,119
Expenditure per capita of population.	\$1.64	\$1.56	\$2.24	\$2.84	\$3.15
Per cent of the amount of income from State taxes.....	18.4	-----	18.4	17.2	16.1
Per cent of the amount of income from local taxes.....	67.9	-----	67.9	68.0	69.0
Entire value of school property.....	-----	-----	\$342,531,791	\$550,069,217	\$643,903,228

It will be noted that male teachers formed nearly 39 per cent of the entire number in 1870 and nearly 43 per cent in 1880, but only 34.5 per cent in 1890 and only 26 per cent in 1903. The average monthly wages of teachers for 1903 was \$49.98 for males and \$40.51 for females, a slight increase over the previous year.

The above figures relate to the public schools only. In addition the private schools are estimated at 1,093,876 pupils for the elementary schools and 168,223 students are reported for academies and other secondary schools.

The total enrollment for the year, including public and private, elementary, secondary, and higher education, was 17,539,478 pupils, and to this there should be an addition made for evening schools, business schools, private kindergartens, Indian schools, State schools for defectives, orphans, etc., 548,440, making a grand total of 18,187,918 in general and special schools.

The increase of the length of the school term noted above, from 132 days in the year to 147.2 days, is due to the growth of cities and large villages. The school year includes 200 days in nearly all of the large cities and 180 days in the majority of the villages, but from these days should be deducted national and State holidays. With the growth of

cities the regular State tax for schools grows less and the local taxation increases.

An interesting question arises as to the amount of schooling that each individual of the population is receiving on an average. This can be calculated from the actual number of days attended by the pupils in the public schools, and the attendance on the private schools may be closely estimated. In 1870 the average schooling given to each inhabitant was 672 days, counting in all of the short periods of schooling which he may have had during the thirteen years of his school age. This average increased to 792 days in 1880, and to 892 days in 1890, and to 1,034 days in 1903. The States of the North Atlantic division have a longer period than this, amounting to 1,374 days. The South Atlantic and the South Central divisions fall below, but are rapidly increasing. The South Central division of States, for instance, had only 224 days as the average entire amount of schooling according to the rate of attendance of the year 1870, and it had increased to 620 days in 1903. The South Atlantic average was a little more, being 246 days in 1870 and 692 days in 1903. The increase of the population, number, and size of cities in the South, owing to the influence of the railroad and manufacturing towns, has been the chief reason for this increase of the amount of schooling given on an average to each of the population, and reveals the earnestness of the South in the work of extending and perfecting their educational systems. Of the 1,034 days which are given to the average citizen of the United States, if estimated at the rate of attendance of last year, 934 days of it are furnished by the public school system, which is a larger proportion than that of 1870, in which year, out of the total of 772 days, only 582 days were given in the public school.

According to a somewhat careful estimate the total amount of schooling given to the average of the population in 1800 did not exceed 82 days, but by 1840 this had risen to 208 days. The decade ending in 1850 showed a great increase of interest in schools, owing to the labors of Horace Mann and his disciples in New England and elsewhere, and at the rate of attendance on schools in 1850 the entire population could count on 420 days each; at the rate of 1860, 434 days; in 1870, 672 days; 1880, 792 days; 1890, 892 days; 1903, 1,034 days.

CITY AND VILLAGE SCHOOL SYSTEMS.

In 1903 587 cities, containing 8,000 inhabitants and upward, and 589 villages, containing 4,000 to 8,000 inhabitants, reported. The aggregate number of public school children enrolled in these 587 cities was 4,274,071 pupils. Besides these there was an enrollment of 968,002 pupils in private and parochial schools; male teachers, 7,280; female teachers, 86,856. These cities alone expended \$122,353,007. Their entire population aggregated 25,344,214 people. In 1890 442 cities of 8,000 inhabitants and upward reported an aggregate enrollment in the public schools 2,627,275. It is interesting to note that the supervising officers in city schools number 5,379.

PUBLIC HIGH SCHOOLS.

Students receiving secondary instruction (the ninth to the thirteenth years' work of the course of study) numbered in all 776,635 in 1903, and only 367,003 in 1890. The number has more than doubled in

thirteen years. Of these pupils 608,412 were enrolled in public institutions and 168,223 in private institutions and in preparatory departments of institutions for higher education. The public high schools enroll 75 per cent of the entire number of secondary students. Secondary students numbered almost 1 per cent (0.97) of the entire population in 1903, having increased from a little more than one-half of 1 per cent (0.59) in 1890. Thirty-three thousand seven hundred and ninety-five teachers were engaged in public high schools and in private schools of the same grade. The increase in public high schools has been very rapid in recent years. In 1890 there were 2,526 such schools, and in 1903 6,800. Two hundred and ninety-seven thousand nine hundred and twenty-five of the students in the public high schools were studying Latin, 340,822 studying algebra, 12,033 studying Greek, 166,847 studying geometry, 232,439 studying history, 43,015 studying chemistry. The number studying Latin in 1892 was 39 per cent of the entire number of students attending public high schools, and in 1903 the per cent had increased to 50.31. The value of the school property of the high schools of the United States amounts to nearly 139 millions; that of private schools of the same grade amounts to about 119 millions. About one-half of the private schools are controlled by religious denominations.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

The total number of institutions of this class reporting in 1903 is 627, of which 129 admit women only; 132 universities and colleges admit only men to the undergraduate department, and 323 admit both men and women. Of the 43 schools of technology, 26 institutions report women among their undergraduates. The total number of students resident at these institutions in 1903 was reported at 114,130. Of these, 69,178 men and 24,863 women were in universities and colleges for men and for both sexes, 5,749 were in colleges for women, 13,216 men and 1,124 women were in schools of technology. Comparing 1903 with 1890, the total number of men had increased from 44,926 to 82,394, and the number of women had increased from 10,761 to 31,736. Of the entire number (114,130), 51,152 were in classical courses and 13,605 were in other courses for general culture, 7,397 in general science courses, and 3,306 in agriculture. It is interesting to note that the total value of property possessed by these institutions for higher education amounts to \$432,236,725. Seven of these institutions have endowments of more than 5 millions each and seven have from 2 million to 5 million dollars. The total amount of benefactions reported by the several institutions for higher education as having been received during the year is \$14,750,501. The total benefactions of all kinds for educational purposes, as well as for philanthropic purposes for the year was, of course, very much larger than this.

PROFESSIONAL SCHOOLS.

Professional students and graduates for 1903 were as follows: Theological, 153 schools, 7,372 students (166 of these were women and 2,094 had received A. B. or B. S.), 1,545 graduates; law, 99 schools, 14,057 students (of these, 153 were women and 2,429 had received A. B. or B. S.), 3,432 graduates; medical, 146 schools, 27,062 students (of

whom 2,081 had received A. B. or B. S.), 5,611 graduates; dental, 54 schools, 8,298 students (of whom 203 had received A. B. or B. S.), 2,182 graduates; pharmaceutical, 61 schools, 4,411 students (of whom 95 had received A. B. or B. S.), 1,372 graduates; veterinary, 11 schools, 671 students (of whom 21 had received A. B. or B. S.), 137 graduates. It is interesting to note the comparison—3,254 theological students in 1870, 7,372 in 1903; 1,653 law students in 1870, 14,057 in 1903. This great change in law schools indicates that the fitting for the profession of law has become less a matter of studying in the office of a lawyer and more a matter of attending a regular law school. There were 6,194 medical students in 1870 and 27,062 in 1903.

AGRICULTURAL AND MECHANICAL COLLEGES.

These institutions, 50 of them for white students and 16 of them for colored students, are counted most of them in the list of universities and colleges already considered. A few of them are counted with secondary institutions or with State normal schools. These 66 institutions are endowed by the acts of Congress approved July 2, 1862, and August 30, 1890. In 1903 they received in the aggregate from the States and Territories in which they are situated the sum of \$4,554,612, and from the income derived from the land received under land grant of 1862 \$688,861, and from later land and money grants \$1,329,609. The Federal Government contributed about 21 per cent of the income of these colleges. The total number of students in the collegiate departments of the institutions for white people was 18,147—16,522 men and 1,625 women. In the institutions for colored students there were 2,463 men and 2,140 women in the preparatory departments and only 371 men and 92 women in the collegiate departments. According to the provisions of the act of Congress of August 30, 1890, none of the money received from that endowment (\$25,000 a year to each State or Territory) can be appropriated for foreign languages, whether modern or classic. These languages are, however, provided for out of other funds. The total value of the property owned by these institutions is \$71,854,796, of which a little more than three million and a half belong to the institutions for colored students. In tables on pages 28 and 29 is reported the disbursement of the fund of August 30, 1890, for the past year.

SCHOOLS FOR THE TRAINING OF TEACHERS.

In 1903 there were 286 public and private normal schools reporting to the Bureau. There were 64,114 normal students in these institutions, 9,927 of whom graduated at the close of the scholastic year. In 1890 there were 178 institutions, 34,814 students, and 5,237 graduated. The total number and the graduates have nearly doubled. Besides these, there were 23,889 normal students in universities and colleges and high schools in 1903. State appropriations for public normal schools in 1890 amounted to \$1,312,419 for current expenses and \$900,533 for new buildings. In 1903 the amount for current expenses had reached \$3,582,168 and for buildings \$1,268,742. One hundred and thirty-seven public normal schools report an aggregate of \$24,156,470 as the value of their school property.

MANUAL AND INDUSTRIAL TRAINING SCHOOLS.

One hundred and eighty-six schools of this class reported to the Bureau in 1903. The number of pupils for that year was 56,432 (32,872 boys and 23,560 girls) and the current expenses \$1,099,926. Thirty-seven cities reported manual training in 1890 and 322 cities in 1903. Besides manual training, technically so called, without instruction for trade, a large majority of the schools report special trades as included in their course of study. Out of 153 schools that report the number of students in each branch 131 report trades.

OTHER SCHOOLS.

Besides the items mentioned above, information is obtained by schedule regarding the commercial schools newly established and regarding business schools. Commerce is taught in 170 universities and colleges, 50 public and private normal schools, 978 academies, 3,673 public high schools, and 516 business schools, a total of 243,521 students being engaged in preparing themselves for commercial work.

There are reports from institutions for the blind showing that there were 38 schools, containing 4,363 pupils; 127 schools for the deaf, with 11,932 pupils; 20 State schools for the feeble-minded, showing 12,714 pupils in attendance.

There were 96 reform schools in the United States in 1903, enrolling 31,468 pupils. Of these, 21,603 were learning useful trades.

In 1903 the common school enrollment in colored schools in the sixteen former slave States and the District of Columbia numbered 1,578,632. In 1877, the first year in which the statistics of the colored were taken separately, there were 571,506 colored pupils and 1,827,139 white pupils in the schools of the South. This number increased to 2,215,674 white pupils and 784,709 colored pupils in 1880. In 1890 the white pupils had increased to 3,402,420 and the colored pupils had increased to 1,296,959. The increase, therefore, in the past thirteen years of white pupils has been over 1,000,000 and that of the colored pupils 271,673. The expenditure for the public schools of both races in these sixteen States and the District of Columbia amounted to \$39,582,654 in the year 1903. The total amount of public funds expended during the period beginning in 1876 and ending in 1903, for white and colored, has been \$727,867,089, of which it is estimated that more than \$130,000,000 have been expended to support the common schools for negro children.

DIVISION OF CORRESPONDENCE AND RECORDS.

Mail matter received:

Letters	14,210
Documents by mail	9,849
Documents from Government Printing Office	91,147
Acknowledgments	22,778
Statistical forms	26,018
Periodicals	17,965
Pieces of printed matter received	167,752

Mail matter sent out:

Letters	12,410
Documents	97,064
Mail matter sent by mistake to the Bureau of Education and returned to the post-office	922
Acknowledgments	956

Miscellaneous work:

Pages indexed	15,113
Papers examined and clipped	1,625
Extra pages of typewriting	10,305
Vouchers audited	To date.

DIVISION OF LIBRARY AND MUSEUM.

Books:

Entered	1,761
Loaned	2,540
Shelved	4,704
Cards written for card catalogue	21,991
Catalogues numbered and stamped	12,978
Books indexed	2,074
Letters answered	456
Pamphlets filed	9,835
Periodicals:	
Entered	12,327
Filed	15,530
Miscellaneous:	
Books classified and marked	5,070
Documents sent out	662
Duplicates sent out	10,212
Volumes prepared for bindery	826

RÉSUMÉ.

Books arranged on shelves	4,724
Books in library June 30, 1904	84,023
Books received, entered, catalogued, and numbered	1,761
Catalogue cards made	21,991
Order cards made	800
Pamphlets disposed of, partly by exchange	10,036
Pamphlets in library June 30, 1904	104,566
Periodicals arranged in files	20,955
Slips addressed	6,000
Volumes disposed of, duplicates (educational reports, etc.)	10,000

DIVISION OF STATISTICS.

The statistical part of the Education Report for 1903 fills between 800 and 900 pages of the second volume, the statistics of libraries in the first volume occupying 259 pages. The work of collecting, tabulating, and summarizing this information is done by the clerks of the statistical division in charge of the statistician. During the scholastic year ending June 30, 1904, over 65,000 forms of inquiry were sent out by this Bureau. The first request for statistics is usually mailed from four to six weeks before the close of the school year and a second request to those failing to respond to the first about the middle of June. A third request is mailed in September, and in hundreds of instances a fourth request is necessary to elicit information from important schools. The table following indicates the 25 different forms of inquiry sent out, the number of items on each, the number of blanks mailed, the number of returns tabulated, and references to the chapters of the annual report where the information is printed for the year ending June, 1903.

10 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

List of blank forms of inquiry sent out.

Schedules.	Items.	Schedules tabulated.	Schedules mailed (about).	Where information is tabulated in Report for 1902-3.
State systems.....	74	50	200	Volume 1, introduction.
City systems.....	42	587	2,000	Chapter 32, volume 2.
City and village systems.....	20	589	2,000	Do.
Public high schools.....	46	6,800	20,000	Chapter 37, volume 2.
Private high schools.....	46	1,690	6,000	Do.
Normal schools.....	27	286	1,000	Chapter 36, volume 2.
Universities and colleges.....	40	454	1,000	Chapter 33, volume 2.
Colleges for women.....	22	129	400	Do.
Schools of technology.....	40	43	150	Do.
Agricultural colleges.....	45	65	300	Chapter 34, volume 1.
Medical schools.....	15	146	350	Chapter 35, volume 2.
Theological schools.....	13	153	350	Do.
Law schools.....	16	99	250	Do.
Dental schools.....	12	54	150	Do.
Schools of pharmacy.....	13	61	150	Do.
Veterinary schools.....	11	11	40	Do.
Schools for nurses.....	11	552	1,500	Chapter 40, volume 2.
Manual training schools.....	48	186	600	Chapter 38, volume 2.
Commercial schools.....	18	516	2,500	Chapter 39, volume 2.
Schools for the colored race.....	33	259	600	Chapter 41, volume 2.
Institutions for the blind.....	29	38	150	Chapter 43, volume 2.
Institutions for the deaf.....	31	127	350	Do.
Institutions for the feeble-minded.....	23	34	100	Do.
Reform schools.....	23	96	350	Chapter 42, volume 2.
Public, society, and school libraries.....	33	6,869	25,000	Chapter 18, volume 1.

TABLE 1.—Statistics of State school systems of the United States.

	1869-70.	1879-80.	1889-90.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-2, a	1902-3, a
I.—General statistics.									
Total population.....	b 98,558,371	b 50,155,733	b 62,622,250	c 73,792,617	c 74,178,968	b 75,602,515	77,274,987	c 78,544,816	79,900,389
Persons 5 to 18 years of age.....	b 12,055,443	b 15,065,767	b 18,543,201	c 20,739,210	c 21,000,070	b 21,404,322	21,908,688	c 22,261,863	22,655,001
Pupils unenrolled (dupliques excluded).....	6,871,522	9,867,505	12,722,531	15,103,874	15,170,210	15,503,110	15,702,517	15,925,887	16,009,381
Per cent of total population enrolled.....	17.82	19.67	21.32	20.75	20.46	20.51	20.52	20.28	20.04
Per cent of persons 5 to 18 years of age enrolled.....	57.00	65.50	69.61	72.68	71.96	72.43	71.67	71.54	70.87
Average daily attendance.....	4,077,347	6,144,443	8,153,635	10,365,688	10,328,396	10,632,772	10,716,004	10,990,273	11,064,502
Relation of same to enrollment (per cent).....	132.2	130.3	127.7	143.0	143.1	144.3	143.2	145.0	147.2
Average length of school term (days).....	132.2	130.3	127.7	143.0	143.1	144.3	143.2	145.0	147.2
Total number of days attended by all pupils.....	530,033,423	800,719,970	1,098,232,725	1,480,406,644	1,477,010,244	1,534,822,663	1,539,576,527	1,594,738,535	1,627,405,167
Average number of days attended by each person 5 to 18.....	44.7	53.1	59.2	71.2	70.0	71.8	70.3	71.6	71.8
Average number attended by each pupil enrolled.....	73.4	81.1	86.3	98.0	97.3	99.0	98.0	100.1	101.7
Male teachers									
.....	77,529	122,795	125,525	132,257	131,207	126,568	125,838	122,382	117,035
.....	122,966	163,756	238,867	278,556	283,065	236,474	306,060	317,204	332,252
Female teachers									
.....	200,515	296,563	363,922	410,813	414,272	423,062	431,918	439,596	449,287
.....	86.7	42.8	34.5	32.2	31.7	29.9	29.1	27.8	26.0
Whole number of teachers.....									
Per cent of male teachers.....									
Average monthly wages of male teachers d.....				\$46.16	\$45.25	\$46.53	\$47.55	\$49.05	\$49.98
Average monthly wages of female teachers d.....				\$38.74	\$38.14	\$38.93	\$39.17	\$39.77	\$40.51
Number of schoolhouses e.....	116,312	178,222	224,526	242,391	244,333	248,279	251,487	254,076	256,789
Value of all school property.....	\$130,383,008	\$209,571,718	\$342,531,791	\$495,912,048	\$523,679,996	\$550,069,217	\$572,125,215	\$601,571,307	\$643,943,228
II.—Financial statistics.									
Receipts:									
From income of permanent funds and rents.....									
From State taxes.....		\$7,744,765	\$9,333,554	\$9,833,554	\$9,007,887	\$9,152,274	\$9,767,110	\$10,522,343	\$12,102,581
From local taxes.....		26,345,423	35,122,035	35,122,035	35,341,064	37,896,740	38,281,256	38,330,589	40,455,815
From all other sources.....		97,222,426	135,515,795	135,515,795	144,897,873	149,498,945	163,897,478	170,779,588	173,731,868
Total received.....		11,882,292	19,862,008	19,862,008	14,080,384	23,240,130	25,363,463	29,742,141	25,347,865
Per cent of total derived from —									
Income of permanent funds and rents.....		143,194,806	199,833,362	199,833,362	203,337,213	219,765,989	235,339,337	249,374,659	251,637,119
State taxes.....									
Local taxes.....		5.4	4.7	4.7	4.4	4.2	4.2	4.2	4.8
All other sources.....		18.4	17.6	17.6	17.4	17.2	15.4	15.2	16.1
		67.6	67.8	67.8	71.3	68.0	69.6	68.5	69.0
		8.3	9.9	9.9	6.9	10.6	10.8	11.9	10.1

e Including buildings rented.

c Estimated.
d Several States are not included in this average.a The figures for this year are subject to correction.
b United States census.

TABLE 1

[illegible]

TABLE 2.—*Number of pupils and students of all grades in both public and private schools and colleges, 1902-3.*

Note.—The classification of States made use of in the following table is the same as that adopted by the United States census, and is as follows: *North Atlantic division:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. *South Atlantic division:* Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida. *South Central division:* Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, and Indian Territory. *North Central division:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. *Western division:* Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California.

Division.	Pupils receiving elementary instruction (primary and grammar grades). ^a		Pupils receiving secondary instruction (high school grades). ^a		Students receiving higher instruction.										
	Public.	Private (largely estimated).	Public. ^b	Private (in preparatory schools, academies, seminaries, etc.).	In universities and colleges. ^c		In schools of medicine, law, and theology. ^e		In normal schools. ^d				Total higher.		
					Public. ^d	Private.	Public. ^f	Private.	Total.	Public.	Private.	Total.		Public.	Private.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
The United States.	15,417,148	1,093,876	608,412	168,223	42,356	83,478	125,834	10,648	51,223	61,871	49,175	14,989	464,114	102,179	149,640
North Atlantic division.	3,582,573	405,772	198,843	51,751	5,725	33,354	39,079	312	17,736	18,048	16,756	1,246	17,962	22,793	52,296
South Atlantic division.	2,263,567	85,949	32,879	24,255	5,738	10,943	16,678	1,424	6,789	8,213	4,254	1,412	5,686	11,411	19,144
South Central division.	3,124,268	133,082	48,573	30,504	3,985	11,693	15,678	1,340	6,316	7,655	5,590	2,186	7,736	10,924	20,145
North Central division.	5,577,354	425,223	286,143	49,119	20,899	24,205	45,074	6,729	18,895	25,624	18,227	10,109	28,346	45,855	53,209
Western division.	869,356	43,840	41,974	12,594	6,044	3,233	9,327	834	1,487	2,321	4,338	76	4,414	11,216	4,846

^a Including pupils in preparatory or academic departments of higher institutions, public and private, and excluding elementary pupils who are classed in columns 2 and 3.

^b This is made up from the returns of individual high schools to the Bureau, and is somewhat too small, as there are many secondary pupils outside the completely organized high schools whom there are no means of enumerating.

^c Including colleges for women, agricultural and mechanical (land-grant) colleges, and scientific schools. Students in law, theological, and medical departments are excluded, being tabulated in columns 4-11. Students in academic and preparatory departments are also excluded, being tabulated in columns 4 and 5.

^d Mainly State universities and agricultural and mechanical colleges.

^e Including schools of dentistry, pharmacy, and veterinary medicine.

^f Mainly in schools or departments of medicine and law attached to State universities.

^g Nonprofessional pupils in normal schools are included in columns 4 and 5.

^h There are, in addition to this number, 23,889 students taking normal courses in universities, colleges, and public and private high schools.

TABLE 2.—*Number of pupils and students of all grades in both public and private schools and colleges, 1902-3—Continued.*

Division.	Summary of pupils by grade.			Summary according to control.		Grand total.	Per cent in each grade of the whole number of pupils.			Per cent of public pupils.			Per cent of the total population enrolled in each grade.			
	Elementary.	Secondary.	Higher.	Public.	Private.		Elementary.	Secondary.	Higher.	Elementary.	Secondary.	Higher.	Elementary.	Secondary.	Total.	
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
The United States.	16,511,024	776,655	251,819	16,127,739	1,411,730	17,539,478	94.14	4.43	1.43	93.37	75.34	40.56	20.66	0.97	0.32	21.95
North Atlantic division.	3,988,345	250,594	75,089	3,804,269	508,819	4,314,028	92.45	5.81	1.74	89.83	79.35	30.35	18.01	1.13	.34	19.48
South Atlantic division.	2,349,516	57,134	30,555	2,307,857	128,948	2,437,205	96.40	2.35	1.25	95.34	57.55	37.35	21.49	.52	.28	22.20
South Central division.	3,257,380	79,077	31,069	3,185,795	183,731	3,367,526	96.73	2.55	.92	95.91	61.42	35.16	21.80	.51	.21	22.54
North Central division.	6,042,587	335,262	99,044	5,909,332	527,561	6,436,893	93.25	5.21	1.54	92.92	85.35	46.28	21.83	1.22	.36	23.41
Western division.	913,196	54,568	16,062	922,546	61,290	983,826	92.82	5.55	1.63	95.20	76.92	69.83	20.78	1.24	.37	22.39

TABLE 3.—Average number of years of schooling (of 200 days each) that each individual of the population received at the different dates specified in the table, taking into account all public and private schooling of whatever grade.

	1870.	1880.	1890.	1895.	1896.	1897.	1898.	1899.	1900.	^a 1901.	^a 1902.	^a 1903.
The United States ..	3.36	3.96	4.46	4.87	4.99	5.09	5.20	5.09	5.23	5.14	5.16	5.17
North Atlantic division ..	5.06	5.69	6.05	6.52	6.67	6.84	6.95	6.90	6.98	6.94	6.77	6.87
South Atlantic division ..	1.23	2.22	2.73	3.01	3.01	3.07	3.32	3.11	3.26	3.35	3.51	3.46
South Central division ..	1.12	1.86	2.42	2.81	2.87	3.03	3.04	3.09	3.21	2.97	3.11	3.10
North Central division ..	4.01	4.65	5.36	5.81	6.00	6.01	6.15	6.01	6.18	6.05	6.06	6.01
Western division	3.56	4.17	4.57	5.62	5.66	5.90	5.85	5.42	5.53	5.61	5.67	6.07

^a Subject to correction.

TABLE 4.—The same, taking into account only the schooling furnished by public elementary and secondary schools.

	1870.	1880.	1890.	1895.	1896.	1897.	1898.	1899.	1900.	^a 1901.	^a 1902.	^a 1903.
The United States ..	2.91	3.45	3.85	4.35	4.43	4.53	4.63	4.55	4.66	4.58	4.65	4.67
North Atlantic division ..	4.43	4.84	4.99	5.51	5.64	5.78	5.88	5.85	5.91	5.87	5.93	6.00
South Atlantic division ..	.80	1.90	2.42	2.73	2.74	2.79	3.05	2.83	2.95	3.04	3.20	3.18
South Central division ..	.80	1.57	2.20	2.53	2.59	2.75	2.76	2.81	2.91	2.69	2.84	2.85
North Central division ..	3.71	4.19	4.67	5.26	5.35	5.40	5.51	5.41	5.57	5.48	5.49	5.43
Western division	2.77	3.57	3.98	5.04	5.12	5.36	5.34	4.96	4.99	5.01	5.17	5.54

^a Subject to correction.

16 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

STATISTICS OF STATE SCHOOL SYSTEMS, 1902-3.

TABLE 5.—Population, enrollment, average daily attendance, number, and sex of teachers.

State or Territory.	Census Office estimate of total population in 1903.	Pupils enrolled in the elementary and secondary common schools.	Per cent of the population enrolled.	Average daily attendance.	Number of teachers.		
					Male.	Female.	Total.
1	2	3	4	5	6	7	8
The United States	79,900,389	16,009,361	20.04	11,054,502	117,035	332,252	449,287
North Atlantic division	22,140,788	3,776,404	17.06	2,795,448	17,388	95,005	112,393
South Atlantic division	10,931,970	2,293,743	20.98	1,444,014	18,778	32,685	51,463
South Central division	14,941,636	3,170,312	21.22	2,039,212	29,465	39,076	68,541
North Central division	27,490,996	5,860,968	21.32	4,133,601	45,673	144,037	189,710
Western division	4,394,999	908,534	20.67	642,227	5,731	21,399	27,130
North Atlantic division:							
Maine	702,875	132,415	18.84	97,424	801	5,863	6,664
New Hampshire	422,109	67,250	15.93	49,280	207	2,169	2,376
Vermont	247,007	66,497	19.16	48,696	356	2,651	3,007
Massachusetts	2,974,021	485,433	16.32	388,616	1,273	13,028	14,299
Rhode Island	454,629	69,824	15.36	50,757	171	1,865	2,036
Connecticut	856,789	159,935	16.72	119,231	400	4,043	4,443
New York	7,659,814	1,256,874	16.41	928,335	4,909	34,916	39,825
New Jersey	2,016,797	344,457	17.08	229,244	1,028	7,296	8,294
Pennsylvania	6,006,747	1,193,669	18.07	883,865	8,243	23,206	31,449
South Atlantic division:							
Delaware	189,878	36,895	19.43	25,300	210	621	831
Maryland	1,231,739	224,004	18.19	135,515	1,071	3,965	5,036
District of Columbia	293,217	48,745	16.62	38,038	173	1,198	1,371
Virginia	1,919,103	375,601	19.57	224,769	2,377	6,667	9,044
West Virginia	1,021,106	240,718	23.57	155,436	3,854	3,508	7,362
North Carolina	1,976,571	464,669	23.51	269,003	3,976	4,755	8,731
South Carolina	1,397,067	288,713	20.67	209,389	2,588	3,359	5,947
Georgia	2,336,404	502,014	21.49	310,400	3,630	6,712	10,342
Florida	566,885	112,384	19.82	76,164	899	1,900	2,799
South Central division:							
Kentucky	2,230,619	501,482	22.48	309,836	4,513	5,936	10,449
Tennessee	2,085,223	492,776	23.52	342,631	4,652	5,080	9,732
Alabama	1,923,284	365,171	18.99	240,000	3,103	3,200	6,303
Mississippi	1,629,771	403,647	24.77	233,175	3,028	5,894	8,922
Louisiana	1,460,237	208,737	14.29	155,794	1,339	3,479	4,818
Texas	3,285,474	700,136	21.31	444,669	7,024	9,626	16,650
Arkansas	1,366,119	337,589	24.71	213,372	4,198	3,276	7,474
Oklahoma	495,285	136,159	27.49	84,905	1,342	2,096	3,438
Indian Territory	455,624	24,615	5.40	14,830	266	489	755
North Central division:							
Ohio	4,302,880	829,620	19.28	614,305	9,561	17,090	26,651
Indiana	2,614,223	580,523	21.44	417,017	6,780	9,281	16,061
Illinois	5,117,096	969,414	18.94	755,208	6,504	20,596	27,100
Michigan	2,510,647	514,093	20.48	401,182	2,795	13,879	16,674
Wisconsin	2,155,441	454,186	21.07	282,086	2,059	11,492	13,551
Minnesota	1,857,462	415,498	22.37	290,872	1,769	10,850	12,619
Iowa	2,336,484	550,202	23.55	358,438	3,733	25,554	29,287
Missouri	3,227,214	704,193	21.82	465,131	5,447	11,476	16,923
North Dakota	357,594	90,157	25.21	56,639	1,162	3,682	4,844
South Dakota	443,927	105,691	23.81	72,846	1,007	4,045	5,052
Nebraska	1,098,139	277,519	25.27	176,680	1,490	7,819	9,309
Kansas	1,469,969	389,272	26.48	273,197	3,386	8,323	11,709
Western division:							
Montana	277,102	44,881	16.20	31,471	216	1,052	1,268
Wyoming	101,525	14,512	14.29	9,650	89	481	570
Colorado	574,030	131,200	22.86	87,996	744	3,275	4,019
New Mexico	205,619	37,972	18.45	26,065	391	402	793
Arizona	133,338	20,006	15.01	12,125	115	859	974
Utah	285,404	73,499	24.88	57,045	556	1,106	1,662
Nevada	40,829	7,362	18.03	5,300	28	290	318
Idaho	183,738	48,181	26.22	34,384	365	969	1,334
Washington	581,626	149,753	25.75	101,088	1,069	8,376	4,445
Oregon	437,302	92,300	21.13	64,219	883	3,031	3,914
California	1,564,286	288,776	18.46	212,884	1,275	7,058	8,333

ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION. 17

STATISTICS OF STATE SCHOOL SYSTEMS, 1902-3.

TABLE 6.—Average number of days taught, salaries of teachers, value of school property, and State and local taxation, 1902-3.

State or Territory.	Average number of days the schools were kept.	Average monthly salaries of teachers.		Value of public school property.	Raised from State taxes.	Raised from local taxes.	Raised from other sources, State and local, etc.
		Males.	Fe-males.				
1	2	3	4	5	6	7	8
United States.....	147.2	\$49.98	\$40.51	\$643,903,228	\$40,455,815	\$173,730,858	\$25,347,865
North Atlantic division	178.5	58.64	39.50	267,074,473	13,321,318	70,958,270	12,635,878
South Atlantic division.	118	30.84	29.02	25,473,950	4,965,143	7,809,696	1,452,709
South Central division.	105.6	42.97	34.79	31,384,806	7,301,193	6,664,277	1,455,236
North Central division.	156.9	53.96	41.09	266,332,962	9,350,759	75,883,950	7,836,671
Western division.....	146.3	70.82	59.35	53,637,007	5,517,402	12,414,665	1,767,371
North Atlantic division:							
Maine.....	143	37.37	27.60	4,698,390	557,173	1,452,684	0
New Hampshire.....	140.05	43.58	29.11	4,155,616	54,729	887,372	73,276
Vermont.....	155	47.16	29.68	2,884,136	143,776	842,936	36,249
Massachusetts.....	188	145.27	54.61	49,934,764	126,799	14,702,443	233,149
Rhode Island.....	190	119.06	51.90	5,758,485	133,641	1,496,144	78,041
Connecticut.....	188.83	102.44	45.26	12,321,392	363,352	2,741,182	210,510
New York.....	177			96,668,241	3,871,443	27,062,750	6,530,984
New Jersey.....	182			19,129,748	2,754,351	4,651,467	61,259
Pennsylvania.....	166.4	44.82	34.11	68,523,701	5,316,064	17,121,412	5,610,410
South Atlantic division:							
Delaware.....	170.1	36.60	34.08	1,043,997	89,432	175,735	25,030
Maryland.....	190			4,790,000	716,243	1,665,523	170,156
District of Columbia	174	94.48	64.31	5,253,594	0	1,540,279	0
Virginia.....	122	34.56	27.20	3,907,064	1,008,761	1,008,542	65,367
West Virginia.....	123			4,526,185	392,852	1,950,547	0
North Carolina.....	96.9	26.72	24.28	1,629,803	1,118,018	34,681	235,091
South Carolina.....	95	25.96	23.20	1,000,000	756,979	166,959	195,386
Georgia.....	118			2,256,493	800,000	593,257	747,132
Florida.....	94	39.68	33.67	1,066,904	82,858	674,273	14,547
South Central division:							
Kentucky.....	90	50.90	39.18	6,117,962	1,695,575	882,713	144,851
Tennessee.....	96	41.00	33.70	4,652,891	0	1,664,088	273,778
Alabama.....	102.5	31.00	27.00	2,200,000	806,580		1,753
Mississippi.....	125	33.54	29.46	2,190,000	1,250,000	296,668	124,576
Louisiana.....	130	36.25	31.43	2,680,000	469,544	890,372	127,008
Texas.....	116	56.00	42.30	9,288,567	2,527,667	1,324,793	132,971
Arkansas.....	92	36.17	32.75	3,120,446	551,807	897,206	185,881
Oklahoma.....	89	31.93	26.20	1,618,860	0	620,014	45,466
Indian Territory.....	152.6			109,900	0	68,423	418,953
North Central division:							
Ohio.....	165	45.00	40.00	50,006,648	1,866,995	13,045,507	881,022
Indiana.....	146	66.80	48.00	24,840,870	1,667,115	5,731,617	624,233
Illinois.....	160	65.83	55.62	56,612,707	1,000,000	17,055,475	962,160
Michigan.....	165	54.76	38.72	23,634,768	1,668,768	5,988,000	687,209
Wisconsin.....	166	81.93	40.78	17,451,897	1,445,926	4,840,124	717,470
Minnesota.....	158.6	55.40	38.87	20,185,785	229,908	4,838,706	1,125,375
Iowa.....	160	45.99	32.60	21,206,610	0	8,901,191	1,210,616
Missouri.....	144	44.55	42.00	23,339,117	983,208	5,839,304	520,738
North Dakota.....	150	45.46	39.00	3,288,721	312,602	1,175,556	85,683
South Dakota.....	129	40.03	33.52	3,643,894	0	1,600,259	68,730
Nebraska.....	138	52.03	40.84	10,455,045	176,237	2,872,306	812,150
Kansas.....	125.75	44.24	36.55	11,060,470	0	3,906,106	141,290
Western division:							
Montana.....	107	76.89	52.04	4,832,014	493,236	585,069	84,710
Wyoming.....	110	73.68	43.36	453,607	0	223,266	25,223
Colorado.....	153.12	69.63	53.04	7,868,118	941,230	2,523,296	619,303
New Mexico.....	88	64.77	64.77	716,515	213,242		104,296
Arizona.....	128	80.33	67.53	758,129	25,761	206,529	79,366
Utah.....	151	71.11	48.31	3,383,018	418,981	896,306	146,398
Nevada.....	155.6	108.69	63.64	304,690	10,905	101,229	17
Idaho.....	124.2	63.00	53.00	1,577,398	0	532,356	365,544
Washington.....	116.2	57.64	46.82	7,737,672	0	1,523,867	69,000
Oregon.....	158	51.30	40.02	3,894,083	0	1,874,968	112,105
California.....	176	97.21	80.44	22,111,763	3,414,047	3,887,779	161,409

18 ANNUAL STATEMENT OF THE COMMISSIONER OF EDUCATION.

STATISTICS OF STATE SCHOOL SYSTEMS, 1902-3.

TABLE 7.—*Expenditures for sites, buildings, and furniture, for teachers' salaries, and for other purposes, 1902-3.*

State or Territory.	Expended for sites, buildings, furniture, etc.	Expended for teachers' salaries.	Other ex- penditures.	Total ex- penditure, including payments of bonds.	Expend- ed per capita of popula- tion.	Average daily expendi- ture per pupil.
1	2	3	4	5	6	7
The United States	\$46,289,074	\$157,110,108	\$48,058,443	\$251,457,625	\$3.15	Cents. 15.5
North Atlantic division.	22,616,944	56,355,620	19,390,412	98,362,976	4.44	19.7
South Atlantic division.	1,664,912	10,926,372	2,085,435	14,686,717	1.34	8.6
South Central division.	1,687,501	14,759,630	1,746,003	18,193,734	1.22	8.4
North Central division.	16,369,682	62,014,806	20,731,137	99,115,625	3.61	15.3
Western division.	3,950,035	13,053,680	4,094,858	21,098,573	4.80	22.5
North Atlantic division:						
Maine	399,051	1,290,079	262,953	1,952,083	2.78	14.0
New Hampshire	143,644	740,289	283,531	1,167,464	2.77	16.9
Vermont	191,547	704,703	196,988	1,093,238	3.15	14.5
Massachusetts	2,813,531	9,187,905	3,158,634	15,170,070	5.10	21.0
Rhode Island	416,280	1,109,775	330,321	1,856,376	4.08	19.0
Connecticut	563,823	2,214,362	748,430	3,526,615	3.69	15.7
New York	11,264,956	23,971,167	6,181,972	41,418,085	5.41	23.7
New Jersey	1,625,242	4,574,849	1,624,056	7,824,147	3.88	17.9
Pennsylvania	5,198,870	12,552,491	6,603,527	24,354,888	3.69	16.6
South Atlantic division:						
Delaware	79,306	279,556	94,808	453,670	2.39	10.5
Maryland	127,546	2,044,144	377,807	2,549,497	2.07	9.9
District of Columbia	329,355	954,888	256,036	1,540,279	5.25	23.3
Virginia	206,313	1,676,777	254,275	2,137,365	1.11	7.8
West Virginia	377,007	1,472,066	554,492	2,403,555	2.25	12.6
North Carolina	140,496	1,015,459	367,086	1,523,041	.72	6.5
South Carolina	70,458	917,987	57,699	1,046,144	.75	5.4
Georgia	234,969	1,963,397	41,881	2,240,247	.96	6.1
Florida	99,462	602,108	91,349	792,919	1.40	10.0
South Central division:						
Kentucky	295,655	2,219,178	148,030	2,662,863	1.19	9.5
Tennessee	214,000	1,772,177	173,267	2,159,444	1.03	6.6
Alabama		948,984	108,922	1,057,906	.55	4.3
Mississippi	54,007	1,573,416	241,121	1,868,544	1.15	6.5
Louisiana	99,625	1,255,352	196,255	1,551,232	1.06	7.7
Texas	634,266	4,742,561	305,296	5,682,123	1.73	11.0
Arkansas	137,022	1,327,104	86,571	1,550,697	1.14	7.9
Oklahoma	252,926	704,126	222,357	1,179,409	2.38	15.6
Indian Territory		216,732	264,784	481,516	1.06	20.5
North Central division:						
Ohio	1,679,322	10,047,069	3,964,658	15,691,039	3.65	15.5
Indiana	986,652	5,739,150	2,490,280	9,216,082	3.53	15.1
Illinois	4,351,247	12,309,585	3,605,786	20,266,618	3.96	16.8
Michigan	1,480,642	5,308,373	1,988,237	8,777,252	3.50	13.3
Wisconsin	1,333,512	4,340,804	1,334,843	7,009,159	3.25	13.8
Minnesota	1,748,160	4,379,137	647,039	6,774,336	3.65	16.4
Iowa	1,225,905	6,242,926	2,365,488	9,834,319	4.21	17.1
Missouri	1,713,369	5,273,590	1,376,169	8,363,128	2.59	12.3
North Dakota	352,399	1,011,560	776,606	2,140,565	5.99	25.2
South Dakota	218,937	1,129,499	499,437	1,847,813	4.16	19.2
Nebraska	758,075	2,922,178	710,498	4,390,751	4.00	14.9
Kansas	521,462	3,311,005	972,096	4,804,563	3.27	14.0
Western division:						
Montana	367,131	651,738	217,384	1,236,253	4.46	36.7
Wyoming	27,597	180,396	45,568	253,551	2.50	23.8
Colorado	400,626	1,883,163	817,066	3,100,855	5.40	23.0
New Mexico	42,192	214,251	44,088	300,531	1.46	13.1
Arizona	64,248	234,682	99,042	397,972	2.98	25.6
Utah	344,795	736,955	414,306	1,496,056	5.06	18.7
Nevada	13,665	168,531	27,288	209,484	5.13	26.4
Idaho		454,181	372,467	826,598	4.50	19.4
Washington	1,419,814	1,815,233	345,695	3,580,742	6.16	30.5
Oregon	227,071	1,049,180	250,115	1,526,366	3.49	15.5
California	1,042,896	5,665,430	1,461,839	8,170,165	5.22	21.8

STATISTICS OF CITY SCHOOL SYSTEMS, 1902-3.^a

TABLE 8.—Enrollment, average attendance, length of school term, number of teachers, and expenditures in cities of 8,000 inhabitants and over.

State or Territory.	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Average length of school term.	Number of teachers and supervisors.		Expenditure for supervision and teaching.	Expenditure for all purposes (payment of loans and bonds excepted).
					Male.	Female.		
1	2	3	4	5	6	7	8	9
United States ^b	587	4,274,071	3,252,257	Days. 187.3	9,943	89,572	\$70,252,274	\$122,353,007
North Atlantic division.	242	2,068,408	1,584,909	189	4,517	44,900	37,589,437	67,903,670
South Atlantic division.	45	301,386	214,659	181.2	813	5,794	3,619,175	5,724,627
South Central division.	52	231,985	171,276	180.4	644	4,238	2,683,020	4,046,743
North Central division.	209	1,402,843	1,079,549	188.5	3,262	29,443	21,238,002	36,345,058
Western division.....	39	269,449	202,464	180.2	707	5,697	5,122,640	8,932,909
North Atlantic division:								
Maine.....	9	24,909	20,113	173.8	60	700	341,454	473,015
New Hampshire.....	9	19,969	15,874	176.8	57	483	300,611	452,721
Vermont.....	3	6,788	5,043	184.8	17	169	91,000	143,851
Massachusetts.....	57	368,126	304,415	188.9	936	8,614	7,146,031	11,888,155
Rhode Island.....	10	58,988	40,522	188.2	132	1,372	880,454	1,491,011
Connecticut.....	22	94,044	72,915	182.2	232	2,214	1,430,150	2,232,811
New York.....	50	835,278	636,431	193.2	1,722	17,560	18,500,643	33,277,531
New Jersey.....	28	197,319	141,283	181.1	368	4,124	2,897,357	4,674,076
Pennsylvania.....	54	462,987	347,653	181.4	1,020	9,064	5,962,728	12,670,490
South Atlantic division:								
Delaware.....	1	11,304	8,183	194	10	275	143,989	219,645
Maryland.....	5	96,458	60,721	188.8	214	1,715	854,888	1,617,909
District of Columbia.....	1	48,745	38,088	174	175	1,199	373,688	561,960
Virginia.....	10	38,552	29,808	185.9	158	647	165,023	322,770
West Virginia.....	4	14,163	10,637	177.5	36	309	164,649	261,513
North Carolina.....	9	21,187	15,189	173.9	65	400	103,384	130,549
South Carolina.....	4	15,656	10,184	173.9	27	217	483,737	586,329
Georgia.....	7	42,812	33,303	179.5	99	818	104,687	189,596
Florida.....	4	12,509	8,596	156.1	29	214		
South Central division:								
Kentucky.....	9	52,404	38,300	193.1	120	1,015	692,063	1,022,771
Tennessee.....	6	38,274	28,649	179.8	105	674	412,811	572,323
Alabama.....	6	16,069	12,366	171.7	48	289	163,171	214,973
Mississippi.....	4	8,176	5,749	164.2	23	180	78,237	161,143
Louisiana.....	3	33,872	26,914	180	43	836	409,212	1,086,981
Texas.....	18	63,633	45,939	175.7	239	1,031	738,918	1,086,981
Arkansas.....	4	13,523	9,410	176.6	45	196	125,591	189,621
Oklahoma.....	2	6,034	3,949	178.5	21	117	63,017	196,063
Indian Territory.....								
North Central division:								
Ohio.....	38	265,324	208,888	187.5	756	5,618	4,160,850	7,197,748
Indiana.....	26	109,428	83,614	186.7	592	2,447	1,659,129	2,686,591
Illinois.....	35	381,193	294,645	193.3	711	7,370	6,490,496	11,306,478
Michigan.....	29	143,281	108,419	191.6	280	3,235	2,018,637	3,414,355
Wisconsin.....	22	113,013	84,980	191.1	340	2,345	1,542,817	2,355,085
Minnesota.....	9	88,387	72,445	186.2	98	2,012	1,290,347	1,883,106
Iowa.....	21	74,664	57,825	180.3	219	1,905	1,056,716	2,028,772
Missouri.....	12	148,981	108,696	185.2	314	2,990	2,019,134	3,729,539
North Dakota.....	1	2,200	1,604	176	4	59	33,258	61,898
South Dakota.....	1	2,463	1,815	180	2	58	28,522	61,077
Nebraska.....	3	30,551	23,463	184.6	34	681	468,992	792,194
Kansas.....	12	43,358	33,155	174.3	112	783	469,134	828,305
Western division:								
Montana.....	4	14,042	10,828	179.7	28	340	293,219	585,756
Wyoming.....	2				21	169		
Colorado.....	6	49,644	35,949	185.2	135	1,015	944,982	1,918,674
New Mexico.....								
Arizona.....	1	1,564	965	165	1	25		23,000
Utah.....	2	18,102	14,190	155.8	71	390	253,082	516,669
Nevada.....								
Idaho.....	1	2,056	1,541	178	7	34	26,900	48,100
Washington.....	7	42,374	32,182	184.1	105	874	730,765	1,778,762
Oregon.....	2	15,658	12,253	186.3	38	334	255,550	375,654
California.....	14	118,030	88,561	192.3	301	2,516	2,436,715	3,421,770

^a Included also in Tables 5, 6, and 7.^b The division totals include estimates for certain cities not making full reports.

STATISTICS OF SECONDARY EDUCATION, 1902-3.

TABLE 9.—*Instructors and students in public high schools and in private schools and academies.*

State or Territory.	Public high schools. ^a					Private secondary schools.				
	Number.	Secondary teachers.		Secondary students.		Number.	Secondary teachers.		Secondary students.	
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11
United States.....	6,800	11,806	12,543	245,771	346,442	1,690	4,013	5,433	50,434	51,413
North Atlantic division	1,556	3,125	4,053	82,465	111,366	612	1,899	2,415	21,690	18,677
South Atlantic division.	437	723	580	11,772	18,404	303	570	839	8,022	8,650
South Central division.	738	1,137	822	18,451	27,563	323	554	683	9,149	9,001
North Central division.	3,688	6,005	5,628	116,988	166,026	328	716	1,115	8,847	11,090
Western division.....	381	816	890	16,095	23,083	124	274	381	2,726	3,995
North Atlantic division:										
Maine.....	142	170	195	3,835	5,119	31	53	92	1,104	1,218
New Hampshire.....	55	73	122	1,713	2,240	29	105	59	1,316	706
Vermont.....	63	70	90	1,614	2,202	17	36	45	611	605
Massachusetts.....	240	629	1,084	18,129	22,691	98	290	428	2,922	2,844
Rhode Island.....	22	77	92	1,610	2,137	12	43	51	357	348
Connecticut.....	77	139	263	3,986	4,925	56	129	183	1,421	1,489
New York.....	407	945	1,760	31,565	41,377	177	555	802	4,993	5,376
New Jersey.....	97	221	399	5,384	7,644	61	228	250	2,361	1,587
Pennsylvania.....	453	801	648	14,629	23,031	131	460	505	6,605	4,504
South Atlantic division:										
Delaware.....	14	23	26	496	759	3	8	13	53	76
Maryland.....	50	120	77	1,988	2,956	42	114	140	894	1,248
District of Columbia	7	77	104	1,319	2,163	25	56	181	201	920
Virginia.....	62	85	93	1,691	2,768	62	121	161	1,653	1,444
West Virginia.....	30	55	28	678	1,072	14	32	50	566	541
North Carolina.....	34	45	48	1,056	1,417	90	138	139	3,072	2,382
South Carolina.....	84	111	66	1,511	2,152	17	45	49	512	637
Georgia.....	115	151	101	2,380	3,965	41	50	82	945	1,111
Florida.....	41	56	37	663	1,152	9	6	24	126	291
South Central division:										
Kentucky.....	78	137	121	2,579	3,840	84	130	186	1,988	1,849
Tennessee.....	96	122	97	2,005	3,140	66	108	118	2,032	1,859
Alabama.....	71	95	99	1,515	2,477	32	59	80	946	948
Mississippi.....	98	104	99	1,773	2,527	34	37	61	707	878
Louisiana.....	44	85	89	1,476	2,092	24	39	73	536	619
Texas.....	273	466	243	7,244	10,746	51	125	106	1,965	1,955
Arkansas.....	50	70	43	1,034	1,604	21	37	33	765	664
Oklahoma.....	20	46	25	660	928	5	10	15	58	86
Indian Territory.....	8	12	6	165	209	6	9	11	152	143
North Central division:										
Ohio.....	721	1,184	737	20,758	26,828	43	118	86	990	1,193
Indiana.....	510	942	470	13,284	17,489	25	71	113	859	998
Illinois.....	378	815	887	17,180	26,115	54	94	217	1,171	2,016
Michigan.....	364	562	750	12,900	18,098	17	28	91	417	690
Wisconsin.....	220	376	502	8,837	12,389	22	78	85	837	640
Minnesota.....	146	240	474	6,639	9,890	28	72	88	871	947
Iowa.....	345	492	720	12,433	17,543	34	61	112	1,111	1,259
Missouri.....	294	517	387	9,228	14,316	69	121	191	1,608	2,013
North Dakota.....	31	38	50	641	988	2	0	8	10	80
South Dakota.....	75	87	69	1,448	2,010	6	12	20	139	250
Nebraska.....	336	388	288	6,555	9,776	16	30	71	435	552
Kansas.....	298	364	294	7,085	10,584	12	31	83	399	482
Western division:										
Montana.....	23	40	54	762	1,238	4	1	10	6	98
Wyoming.....	9	13	10	171	259	1	0	7	0	26
Colorado.....	54	162	159	2,983	4,322	6	2	23	22	142
New Mexico.....	9	18	13	255	271	3	8	9	45	81
Arizona.....	4	7	7	110	126	2	0	5	2	29
Utah.....	7	28	29	551	843	13	54	34	896	1,020
Nevada.....	9	12	7	152	248					
Idaho.....	10	20	10	252	338	4	4	13	46	117
Washington.....	78	132	123	2,196	3,398	15	18	44	241	348
Oregon.....	50	65	47	1,166	1,709	15	47	49	422	523
California.....	130	319	401	7,497	10,391	61	140	187	1,046	1,611

^a Included also in Tables 5, 6, 7, and 8.

STATISTICS OF HIGHER EDUCATION, 1902-3.

TABLE 10.—*Instructors and students in public and private normal schools of the United States.*

State or Territory.	Public normal schools.					Private normal schools.				
	Num-ber.	Teachers of normal students.		Students in normal course.		Num-ber.	Teachers of normal students.		Students in normal course.	
		Male.	Fe-male.	Male.	Fe-male.		Male.	Fe-male.	Male.	Fe-male.
1	2	3	4	5	6	7	8	9	10	11
United States	177	1,088	1,509	11,613	37,562	109	425	365	6,934	8,005
North Atlantic division.	62	332	657	3,163	13,593	7	62	105	293	913
South Atlantic division.	25	98	177	1,088	3,166	29	48	81	493	919
South Central division.	25	148	141	1,882	3,708	30	73	63	1,000	1,136
North Central division.	43	330	386	4,648	13,539	42	240	111	5,148	4,961
Western division	22	160	148	832	3,506	1	2	5	0	76
North Atlantic division:										
Maine	5	7	32	183	786	1	0	2	5	10
New Hampshire	1	3	9	2	117					
Vermont	3	5	15	34	259					
Massachusetts	10	52	77	123	1,654	3	1	21	0	184
Rhode Island	1	3	15	0	217					
Connecticut	4	15	45	1	595					
New York	19	91	251	806	4,978	1	54	74	176	553
New Jersey	4	20	58	32	868					
Pennsylvania	15	136	155	1,982	4,119	2	7	8	112	166
South Atlantic division:										
Delaware										
Maryland	1	4	8	10	312	2	6	0	43	16
District of Columbia	2	1	18	14	154	2	0	9	0	27
Virginia	3	16	24	79	234	4	12	18	48	137
West Virginia	6	24	24	497	460	2	4	7	65	78
North Carolina	6	22	59	289	972	6	12	18	82	268
South Carolina	1	7	31	0	312	5	4	8	93	172
Georgia	4	16	24	107	583	6	6	16	196	183
Florida	2	8	9	92	139	2	4	5	26	38
South Central division:										
Kentucky	2	7	3	42	91	8	9	8	160	205
Tennessee	1	21	10	228	340	8	24	27	332	456
Alabama	6	42	52	588	1,108	6	14	10	245	254
Mississippi	5	15	6	143	180	2	7	11	79	60
Louisiana	2	7	32	73	613					
Texas	4	26	25	515	892	2	10	2	71	60
Arkansas	2	4	4	66	73	4	9	5	113	101
Oklahoma	3	26	9	227	411					
Indian Territory										
North Central division:										
Ohio	4	5	18	1	518	8	53	16	1,900	1,107
Indiana	2	33	9	580	786	7	60	39	2,165	1,796
Illinois	5	64	49	689	2,127	7	37	19	490	581
Michigan	4	39	55	195	1,386	2	1	2	24	48
Wisconsin	9	65	74	566	1,948	2	14	0	37	33
Minnesota	6	32	47	178	1,070	2	8	0	85	23
Iowa	2	29	35	496	1,795	6	37	11	507	728
Missouri	3	32	20	866	1,596	3	13	5	289	270
North Dakota	2	20	13	169	495					
South Dakota	3	11	24	143	372	1	4	3	11	30
Nebraska	1	9	13	155	462	2	7	9	200	315
Kansas	2	21	29	660	1,294	2	6	7	90	30
Western division:										
Montana	1	5	4	8	125					
Wyoming										
Colorado	1	16	11	20	252	1	2	5	0	76
New Mexico	2	10	7	18	65					
Arizona	2	8	7	61	151					
Utah	2	36	17	242	401					
Nevada										
Idaho	2	10	5	97	193					
Washington	3	18	16	105	587					
Oregon	4	22	16	136	274					
California	5	35	65	146	1,458					

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STATISTICS OF HIGHER EDUCATION, 1902-3.

TABLE 11.—*Instructors and students in coeducational colleges and universities and in colleges for men only, 1902-3.*

State or Territory.	Number of institutions.	Professors and instructors.		Students.						Total income.
				Preparatory.		Collegiate.		Resident graduate.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11
United States ...	454	14,611	2,159	34,159	15,755	64,750	23,359	4,428	1,504	\$27,849,560
North Atlantic division.	85	4,814	200	6,767	1,006	24,457	2,900	1,995	501	10,400,638
South Atlantic division.	72	1,571	188	4,042	1,566	6,659	1,263	479	29	2,428,269
South Central division.	75	1,499	372	6,013	3,537	6,590	2,799	133	66	2,256,236
North Central division.	186	5,517	1,210	14,286	7,526	22,717	13,384	1,511	736	10,174,350
Western division.	37	1,210	189	3,051	2,120	4,327	3,013	310	172	2,590,067
North Atlantic division:										
Maine	4	129	4	0	0	907	223	4	1	258,354
New Hampshire	2	98	0	72	0	733	0	16	0	151,650
Vermont	3	89	0	0	0	391	110	1	1	136,016
Massachusetts	10	1,002	17	485	17	4,265	417	427	45	2,157,959
Rhode Island	1	78	1	0	0	660	175	56	36	192,832
Connecticut	3	373	2	0	0	2,376	33	324	36	951,993
New York	23	1,773	96	3,924	230	6,730	1,078	827	316	4,186,885
New Jersey	5	180	5	322	47	1,576	0	128	0	444,415
Pennsylvania	34	1,092	75	1,964	712	6,819	864	212	66	1,920,534
South Atlantic division:										
Delaware	2	25	1	17	17	123	10	2	0	66,731
Maryland	11	306	27	766	183	808	139	187	0	510,965
District of Columbia	7	473	12	515	36	495	156	180	15	423,999
Virginia	11	181	8	309	90	1,373	93	32	4	363,532
West Virginia	3	74	21	383	105	489	276	20	1	211,441
North Carolina	13	216	36	701	354	1,468	210	34	6	247,631
South Carolina	9	111	11	482	314	675	72	22	1	131,503
Georgia	11	116	40	620	266	1,020	178	2	1	286,850
Florida	5	69	32	249	201	208	129	0	1	185,617
South Central division:										
Kentucky	10	228	48	915	513	1,202	349	24	5	268,724
Tennessee	23	540	143	1,929	1,526	1,708	939	55	17	572,564
Alabama	6	106	9	213	68	502	72	6	0	144,599
Mississippi	4	75	11	265	70	503	31	5	0	164,123
Louisiana	8	182	35	699	267	873	318	19	30	385,959
Texas	14	236	70	1,044	522	1,302	722	20	14	461,003
Arkansas	7	106	34	634	355	414	305	2	0	167,202
Oklahoma	1	19	4	158	91	74	47	2	0	79,000
Indian Territory	2	7	18	156	125	12	16	0	0	13,062
North Central division:										
Ohio	33	1,089	210	2,410	1,201	3,829	2,193	84	61	1,602,017
Indiana	13	252	36	728	184	2,113	1,060	60	33	486,464
Illinois	30	1,222	253	2,612	1,299	4,101	3,122	794	387	2,583,296
Michigan	9	349	54	412	180	1,828	989	71	30	944,789
Wisconsin	9	297	36	712	116	2,399	718	104	10	789,951
Minnesota	9	440	74	945	357	1,706	1,052	65	25	658,946
Iowa	25	487	201	1,521	1,245	1,813	1,331	101	58	830,947
Missouri	20	542	113	2,210	1,221	2,053	889	125	23	1,223,726
North Dakota	3	40	16	155	112	99	40	0	0	94,290
South Dakota	5	58	33	417	396	177	118	2	3	132,850
Nebraska	10	364	71	903	386	1,201	947	66	57	402,137
Kansas	20	427	113	1,261	829	1,398	925	39	29	424,937
Western division:										
Montana	1	8	5	74	71	87	33	4	1	64,670
Wyoming	1	17	4	61	60	35	31	0	2	82,048
Colorado	4	297	31	451	339	540	449	68	28	234,313
New Mexico	1	8	4	45	91	5	12	0	0	26,844
Arizona	1	15	4	73	49	46	26	2	2	59,222
Utah	3	63	15	552	498	159	144	1	1	139,678
Nevada	1	17	7	52	54	127	84	0	0	62,250
Idaho	1	21	4	99	63	129	13	0	0	113,398
Washington	5	67	23	303	242	487	283	11	8	186,413
Oregon	8	134	37	378	346	285	199	8	2	111,791
California	11	543	55	963	307	2,477	1,736	216	128	1,509,440

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STATISTICS OF HIGHER EDUCATION, 1902-3.

TABLE 13.—*Instructors and students in colleges and seminaries for women which confer degrees, 1902-3.*

State or territory.	Number of institutions.	Professors and instructors.		Female students.			Total income.
		Male.	Female.	Preparatory.	Collegiate.	Graduate.	
1	2	3	4	5	6	7	8
United States	129	675	1,863	5,809	16,441	303	\$4,111,396
North Atlantic division.....	19	307	480	1,110	5,442	186	1,894,739
South Atlantic division.....	44	207	507	1,533	5,091	28	911,872
South Central division.....	47	105	559	1,758	4,669	68	737,183
North Central division.....	17	48	261	1,172	1,173	18	501,282
Western division.....	2	8	56	236	66	3	66,320
North Atlantic division:							
Maine.....	2	14	11	271	46	2	23,855
Massachusetts.....	5	155	212	12	3,003	62	331,315
New York.....	5	83	149	468	1,611	50	650,117
Pennsylvania.....	7	55	108	359	782	72	380,452
South Atlantic division:							
Maryland.....	5	35	71	349	627	5	217,545
District of Columbia.....	1	8	17	0	55	0	19,048
Virginia.....	10	46	90	166	971	7	159,463
West Virginia.....	1	2	13	43	64	2	18,560
North Carolina.....	8	27	100	416	763	1	131,876
South Carolina.....	9	45	83	166	1,107	8	135,042
Georgia.....	10	44	133	393	1,504	5	230,338
South Central division:							
Kentucky.....	11	26	114	314	884	17	113,561
Tennessee.....	10	24	141	296	1,162	15	180,793
Alabama.....	8	19	98	192	864	19	106,920
Mississippi.....	10	20	135	611	1,150	12	227,844
Louisiana.....	3	4	21	91	162	2	21,862
Texas.....	4	11	41	224	362	3	77,188
Arkansas.....	1	1	9	30	85	-----	10,000
North Central division:							
Ohio.....	2	3	46	132	160	2	100,789
Illinois.....	3	5	54	276	233	4	118,843
Wisconsin.....	1	3	25	217	92	-----	85,116
Minnesota.....	1	0	9	43	15	-----	5,750
Missouri.....	9	37	112	479	625	12	163,784
Kansas.....	1	0	15	25	48	-----	22,000
Western division:							
California.....	2	8	56	236	66	3	66,320

STATISTICS OF HIGHER EDUCATION, 1902-3.

TABLE 14.—Summary of statistics of professional schools for 1902-3.

State or Territory.	Theological.			Law.			Medical.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
1	2	3	4	5	6	7	8	9	10
United States.....	153	1,031	^a 7,372	99	1,158	^b 14,057	146	4,928	^c 27,062
North Atlantic division.	51	452	2,766	17	265	4,903	25	1,088	6,285
South Atlantic division.	20	128	806	21	172	2,041	23	570	3,717
South Central division.	14	63	605	16	106	762	24	596	5,167
North Central division.	63	357	3,109	39	541	5,896	63	2,380	10,867
Western division.....	5	31	86	6	72	485	11	354	1,026
North Atlantic division:									
Maine.....	2	14	42	1	15	67	1	18	116
New Hampshire.....							1	22	65
Vermont.....							1	31	227
Massachusetts.....	8	89	444	3	54	1,244	4	269	1,073
Connecticut.....	3	47	209	1	27	253	1	28	145
New York.....	16	138	887	8	126	2,715	10	446	2,413
New Jersey.....	5	44	435						
Pennsylvania.....	17	120	749	4	43	624	7	274	2,246
South Atlantic division:									
Maryland.....	6	65	837	3	42	298	8	223	1,784
District of Columbia.....	3	17	134	6	86	1,042	5	138	662
Virginia.....	3	17	157	3	12	277	3	86	557
West Virginia.....				1	3	123			
North Carolina.....	3	11	43	3	10	144	3	50	263
South Carolina.....	3	12	51	1	3	32	1	21	95
Georgia.....	2	6	84	3	13	99	3	52	356
Florida.....				1	3	26			
South Central division:									
Kentucky.....	2	16	330	2	9	77	7	168	1,533
Tennessee.....	6	32	194	7	53	275	8	179	2,102
Alabama.....	3	9	55	1	2	60	2	37	225
Mississippi.....				2	12	65			
Louisiana.....	1	1	11	1	9	54	2	42	448
Texas.....	2	5	15	2	10	191	4	85	623
Arkansas.....				1	13	40	1	25	236
North Central division:									
Ohio.....	14	79	478	6	63	720	11	344	1,191
Indiana.....	3	21	159	6	58	622	4	132	521
Illinois.....	15	107	1,147	8	186	1,220	12	692	3,731
Michigan.....	4	11	89	2	48	1,052	7	228	1,040
Wisconsin.....	4	29	189	2	10	279	2	96	268
Minnesota.....	8	36	291	3	40	573	3	120	456
Iowa.....	5	20	230	2	20	344	5	109	672
Missouri.....	6	36	462	5	67	610	14	500	2,396
North Dakota.....				1	15	48			
South Dakota.....				1	5	24			
Nebraska.....	2	10	29	2	20	203	3	91	368
Kansas.....	2	8	35	1	9	171	2	68	224
Western division:									
Colorado.....				2	42	113	3	113	222
Washington.....				1	14	71			
Oregon.....	1	5	33	1	4	19	2	39	118
California.....	4	26	53	2	12	282	6	202	686

^a Includes 166 women; ^b includes 153 women; ^c includes 1,280 women.

TABLE 15.—*General summary of statistics of professional and allied schools for 1902-3.*

Class.	Schools.	Instruct- ors.	Students.	Gradu- ates.
Theological	153	1,031	7,372	1,545
Law	99	1,158	14,057	3,432
Medical	146	4,928	27,062	5,611
Dental	54	1,164	8,298	2,182
Pharmaceutical	61	595	4,411	1,372
Veterinary	11	168	671	137
Nurse training	552	.....	13,779	4,206
Total	1,076	9,044	75,650	18,485

Summary of statistics of medical schools, by classes, for 1902-3.

Class.	Schools.	Instruct- ors.	Students.	Gradu- ates.
Regular	118	4,025	24,847	5,047
Homeopathic	19	666	1,462	419
Eclectic and physiomedical	9	237	753	145
Total	146	4,928	27,062	5,611

TABLE 16.—*Enrollment in special schools in 1902-3.*

City evening schools	329,213
Business schools	137,979
Schools for defectives	29,565
Reform schools	34,422
Government Indian schools	28,411
Indian schools, Five Civilized Tribes	13,935
Schools in Alaska supported by the Government	2,238
Schools in Alaska supported by incorporated municipalities (partly estimated)	1,750
Orphan asylums and other benevolent institutions (estimated)	15,000
Private kindergartens	105,932
Miscellaneous (including schools of music, oratory, elocution, cookery, and various special arts) (estimated)	50,000
Total	648,440

AGRICULTURAL AND MECHANICAL COLLEGES.

By an act of Congress approved August 30, 1890 (26 Stat. L., 417), an annual appropriation of \$15,000 for the year ending June 30, 1890, was made to each State and Territory, out of money arising from the sales of public lands, for "the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862." The act provided that the appropriation should be increased annually by an additional amount of \$1,000 until the amount should reach \$25,000, which should then be the amount to be received annually by each State and Territory. The maximum amount, \$25,000, was granted for the year ending June 30, 1900, and annually thereafter.

It was provided in the act that the amounts authorized thereby should be paid out of money arising from the sales of public lands, but this requirement was modified by the acts of Congress approved May 17, 1900 (31 Stat. L., 179), June 17, 1902 (32 Stat. L., 388), and

February 7, 1903 (32 Stat. L., 803), in each of which it is provided that if at any time the proceeds arising from the sales of public lands should be insufficient to meet the payments authorized by the act of August 30, 1890, the deficiency shall be paid by the United States out of any money in the Treasury not otherwise appropriated.

The said act of August 30, 1890, requires annual reports to be made to the Secretary of the Interior by the treasurers and presidents of the institutions receiving the benefits of the said act (secs. 2 and 3), and makes it the duty of the Secretary of the Interior to ascertain annually whether the respective States and Territories are entitled to receive the annual installments of the fund (sec. 4).

The certification of a State or Territory for these funds is based on the proper disbursement of the funds previously received, as shown by the reports of the treasurers of the institutions receiving the benefits of the act. During the year the reports received from the treasurers of the institutions endowed by the act approved August 30, 1890, were carefully examined, and showed that the disbursements accounted for therein were made in strict conformity with the law. I therefore, on the 20th of June last, recommended that the several States and Territories (48 in number) be certified to the Secretary of the Treasury as entitled to the sum of \$25,000 each, the same being the installment for the year ending June 30, 1905.

The amounts received by the several States and Territories each year from the passage of the act to the present time are given in the tabular statement following.

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—												
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Alabama	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000	\$25,000
Arizona	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Arkansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
California	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Colorado	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Connecticut	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Delaware	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Florida	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Georgia	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Idaho	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Illinois	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Indiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Iowa	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Kansas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Kentucky	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Louisiana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Maine	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Maryland	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Massachusetts	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Michigan	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Minnesota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Missouri	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Montana	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Nebraska	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Nevada	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New Hampshire	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New Jersey	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New Mexico	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New York	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
North Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
North Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Ohio	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Oklahoma	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Oregon	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Pennsylvania	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Rhode Island	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
South Carolina	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
South Dakota	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Tennessee	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Texas	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000

While the act of August 30, 1890, provides that the funds authorized thereby shall be expended for instruction in certain branches of study, the amount that may be expended for each branch is not specified, but the apportionment of the funds among the several subjects is left to the governing boards of the several institutions. It follows, therefore, that the amounts expended for the several subjects vary greatly in the several States, according to the needs of the institutions. A summary of the expenditures of these funds during the year ended June 30, 1903, shows that the funds were expended for instruction as follows: Agriculture, 16.1 per cent; mechanic arts, 27.9 per cent; English language, 12.3 per cent; mathematical science, 12.9 per cent; natural and physical science, 24.7 per cent; economic science, 6.1 per cent. Of the entire amount, 91.8 per cent was expended for salaries and the remainder for facilities for instruction. The number of institutions expending certain amounts of the funds received under the act of August 30, 1890, for instruction in the several branches of study is shown in the following tabular statement:

Expenditure of funds received under act of Congress approved August 30, 1890.

Amount expended.	Number of institutions expending for instruction in—					
	Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical sciences.	Economic science.
Nothing.....	4	2	6	5	4	21
Less than \$1,000.....	13	2	8	8	5	10
\$1,000 to \$2,000.....	15	5	13	9	10	17
\$2,000 to \$3,000.....	7	5	15	13	1	7
\$3,000 to \$4,000.....	7	10	14	17	4	9
\$4,000 to \$5,000.....	5	8	5	3	9	0
\$5,000 to \$6,000.....	4	7	3	2	4	0
\$6,000 to \$7,000.....	4	7	0	0	11	0
\$7,000 to \$8,000.....	1	6	0	1	8	0
\$8,000 to \$9,000.....	1	6	0	1	5	0
\$9,000 to \$10,000.....	0	2	0	0	1	0
\$10,000 or over.....	3	4	0	0	2	0

The courses of study maintained by these institutions are becoming more and more specialized, and in several cases the course in agriculture has been divided into three or more distinct courses. New courses in engineering were established during the year, as follows: Arkansas, mining engineering; Idaho, electrical and mechanical engineering; Indiana, telephone engineering; Louisiana, electrical engineering; Texas, textile engineering. The number of institutions offering the various courses in engineering are as follows: Civil engineering, 37; chemical engineering, 7; electrical engineering, 38; mechanical engineering, 44; mining engineering, 21; sanitary engineering, 7; railway engineering, 4; irrigation engineering, 2; metallurgical engineering, 4; textile engineering, 4.

The total number of students in all departments of the institutions during the year ended June 30, 1903, was 50,799, of which number 6,080 were enrolled in institutions for colored students. Excluding the latter there were in the college departments of agriculture and the mechanic arts 18,147 students, and in short or special courses 4,894 students.

Of the students in the college departments there were enrolled in regular four-year courses, as follows: Agriculture, 2,337; horticulture, 68; forestry, 66; mechanical engineering, 3,869; civil engineering, 2,371; electrical engineering, 2,314; mining engineering, 954; chem-

ical engineering, 154; railway engineering, 6; sanitary engineering, 20; textile engineering, 119; general engineering, including unclassified first-year engineering students, 534; architecture, 194; household economy, 637; chemistry, 570; general science, 1,310, leaving 2,624 students unclassified or in other courses.

There were enrolled in short courses as follows: Agriculture, 2,982; horticulture, 125; dairying, 755; mechanic arts, 1,434; household economy, 470; mining, 30; forestry, 84. The short courses offered are very numerous and of varying length and are given at various times during the college year. It follows that some students are enrolled in more than one of the short courses during the same year.

The institutions for colored students reported only 463 students in collegiate departments of agriculture and mechanic arts. The work of these institutions is largely normal and industrial and nearly all of the students take industrial work of some kind. The number of students reported in practical courses is as follows: Agriculture or farm work, 1,680; carpentry, 720; machine-shop work, 178; blacksmithing, 388; shoemaking, 112; broom making, 8; wheelwrighting, 122; bricklaying, 190; painting, 133; printing, 104; harness making, 9; tailoring, 161; plastering, 139; sewing, 1,693; cooking, 444; laundering, 624; nursing, 25; millinery, 99.

The total income of the institutions, excluding the amount received for experiment stations, was \$9,555,951, of which amount the several States and Territories contributed \$4,554,612, and the amount received from Federal sources was \$2,018,470. The remainder was derived from other endowment funds, from fees, and miscellaneous sources. Of the amount received from the States and Territories, \$1,720,075 was appropriated for buildings or for other special purposes.

The total value of all property amounts to \$71,854,796, of which sum \$29,096,619 is invested in interest-bearing securities. The value of the unsold land grant of 1862 is reported as \$4,504,486. The remainder represents the value of the material equipment of the institutions. The value of additions to the equipment during the year amounts to \$2,844,183.

Of the 10,320,843 acres of land received under the act of July 2, 1862, there remained unsold 914,186 acres on June 30, 1903. The funds now on hand derived from the sale of the lands are reported as \$11,213,593.

EDUCATION IN ALASKA.

This Bureau has maintained the past year, outside of incorporated towns, 35 public schools, with 38 teachers and an enrollment of 2,257 pupils.

The Fifty-seventh Congress in its second session passed an act approved March 2, 1903, by which the entire 50 per cent of license fees collected from unincorporated towns in Alaska is paid into the United States Treasury for the use of the Secretary of the Interior in carrying on schools in the unincorporated sections of Alaska.

Under this new legislation the 50 per cent of the license fees collected during the first nine months of the fiscal year 1904 amounted to \$35,582.01, and after the opening of the spring communication with Northern Alaska \$67,895.29 were received at the Treasury Department and transferred to the credit of the Secretary of the Interior for school purposes.

This unexpectedly large sum received so near the close of the fiscal year enabled the Alaska school fund to close the year free from debt,

and also to open schools at a number of places that have made urgent and repeated requests for schools, which hitherto this Bureau has been unable to grant, because of the inadequacy of the funds at its disposal. The new schools opened in the fall of 1904 are Wainwright and Deering, Arctic Alaska; Nulato, Rampart, and Fort Yukon, in the valley of the Yukon River, and Bettles, on the Koyukuk River, the largest of the northern tributaries of the Yukon; Bethel No. 2, Ougavig, and Nushagak, in southwestern Alaska; Chignik, on the south shore of the Alaska Peninsula; Seldovia, Kenai, and Hope, on Cook Inlet; Seward, on the east coast of Kenai Peninsula; Haines No. 2, Lee Harbor, Petersburg, and Shakan, in southeastern Alaska. The expense of these new schools will be included in the current year's expenditure.

New school buildings are in process of erection at Point Barrow, Wainwright, and Kotzebue, Arctic Alaska; Wales and St. Michael, on Bering Sea, and Copper Center, 105 miles north of Valdez, on Prince William Sound.

At Bettles a log house was purchased and made over into a school building and teacher's residence.

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884	\$25,000.00
Annual grants, school year—	
1886-87	15,000.00
1887-88	25,000.00
1888-89	40,000.00
1889-90	50,000.00
1890-91	50,000.00
1891-92	50,000.00
1892-93	40,000.00
1893-94	30,000.00
1894-95	30,000.00
1895-96	30,000.00
1896-97	30,000.00
1897-98	30,000.00
1898-99	30,000.00
1899-1900	30,000.00
1900-1901	30,000.00

Amounts received from one-half of license fees collected outside of incorporated towns in Alaska:

From—	
March 3, 1901, to June 30, 1902 (16 months)	\$35,882.41
July 1, 1902, to June 30, 1903	19,742.62
July 1, 1903, to June 30, 1904	103,377.30

Expenditure for education outside of incorporated towns, Alaska, 1903-4.

Salaries, 4 officials	\$5,300.00
Salaries, 38 teachers	23,715.00
Supplies for schools	7,913.18
Repairs to schools	1,216.30
Building material	12,410.84
Fuel and lights	1,597.15
Rents	115.00
Traveling expenses	1,425.62
Freight	2,227.65
Outstanding liabilities	10,775.05
Office expenses	291.14
Total expenditures	66,986.93

READING MATTER FOR ALASKA.

Second-hand magazines, papers, etc., for distribution in Alaska have been sent to this Office from the following churches in this city: First Congregational Church, Mount Pleasant Congregational Church, Calvary Baptist Church, New York Avenue Presbyterian, Church of the Covenant, Fourth Presbyterian, West Presbyterian, Metropolitan Presbyterian, Epiphany Episcopal Church, Chevy Chase Episcopal Church, Gunton Temple Presbyterian Church, St. Patrick's Roman Catholic Church, Luther Place Memorial Lutheran Church, First Presbyterian Church, and Western Presbyterian Church.

The magazines so received have been distributed in parcels of one mail sack each to the following places in Alaska: Public schools at Carmel, Bethel, Gambell, Barrow, Cape Prince of Wales, Unalakleet, Kake, Kotzebue, Afognak, Golotnin, Holy Cross Mission, Sitka, Killisnoo, Hoonah, Yakutat, Wood Island, Unalaska, Kadiak, Haines, Klawock, Jackson, Kasaan, Saxman, Gravina, and Klinquan; also one bag each to the following mission stations: Presbyterian, Point Barrow; Congregational, Cape Prince of Wales; Swedish, Unalakleet; Swedish, Golofnin; Moravian, at Quinhagak; Moravian, Bethel; Presbyterian, Eagle; Roman Catholic, Holy Cross Mission; Episcopal, Anvik; Presbyterian, Rampart; Episcopal, Tanana; Congregational, Douglas; Congregational, Nome; Congregational, Valdez; Methodist, Unalaska; Presbyterian, Klawock; Presbyterian, Jackson; Friends, Douglas; Presbyterian, Juneau; Episcopal, Circle City, making forty-five sacks of mail.

So large a quantity of good reading must of necessity exert a salutary influence in those regions that are so largely cut off from a printed mail in winter.

INTRODUCTION OF REINDEER.

Reports have been received from all the stations, except that at Barrow. These reports show that on the 30th of June, 1904, there were 8,000 domestic reindeer in Alaska, of which number 2,482 were fawns born during the spring of this year.

During the winter of 1903-4 the two herds of reindeer that were in camp near Andreafsky were safely driven to their destination in the valley of the Kuskokwim River (southwest Alaska), in charge of herders Spein and Sara. Upon their arrival they took the places at Bethel of herders N. P. and P. N. Bals, in charge of the herds in that section. Mr. Nils Persen Bals was placed in charge of herd No. 2, at Unalaklik, on Norton Sound, and his son, Per Nilson Bals, was given charge of the Roman Catholic herd, at Nulato, Lower Yukon River.

In view of the failure of the annual mail and food supply to reach Barrow in the fall of 1903, it was decided to establish an additional reindeer station at the southern edge of the summer ice fields on the Arctic coast, and Wainwright Inlet was selected. Mr. John H. Kilbuck, of Kansas, was placed in charge of the new station, and last summer building material and supplies were forwarded to that point. Building material was also forwarded for the second new reindeer station to be established in the neighborhood of Hope, midway between Bering Strait and Point Barrow. The above stations will be of much assistance in operating the winter reindeer mail route, which has been established by the Post-Office Department at Washington, between Kotzebue and Barrow, a round trip of about 1,500 miles above

the Arctic Circle. The reindeer herd at Barrow was divided into three herds, one remaining at Barrow, the second being sent to Wainwright, and the third to Point Hope, the three places being on the Arctic coast.

With the rapid increase of the herds, arrangements have been consummated for the establishment of two new central stations; the one at Bettles, in the interior of Alaska, north of the Arctic Circle, on the Koyukuk, the great northern tributary of the Yukon River, 720 miles to the eastward of Nome, and the other at Copper Center, about 105 miles north of Valdez, on Prince William Sound. Dr. C. O. Lind, superintendent of the eastern section of the reindeer herds in Alaska, will take charge of the driving of the herd of 300 reindeer this winter (1904-5) from Unalaklik to Bettles, in which he will be assisted by three Finlanders and two or three trained Eskimo herders. Mr. D. W. Cram, of Minnesota, has been appointed teacher of the school at Bettles and superintendent of the reindeer herd at that place. The herd of 300 head for Copper Center will be driven from Bethel, in the Kuskokwim Valley, in charge of Mr. E. Redmyer, assisted by Finlanders and Eskimo drivers.

During the past winter the United States mail was carried with reindeer between Teller and Wales, a round trip of 150 miles, between Teller and Igloo, a distance of 60 miles each way, and between Kotzebue and Barrow, a distance of 750 miles each way. These three mail routes are all in northwest Alaska. Freightling with the reindeer was done at several of the mission stations, for miners and others, and a few of the miners purchased and used reindeer for packing and sledding on their prospecting expeditions.

Mr. William T. Lopp, formerly a Congregational missionary at Wales, has been appointed superintendent of the reindeer herds from Barrow south to Gambell, on St. Lawrence Island.

Number, distribution, and ownership of domestic reindeer in Alaska.

Location and owner.	Adults.	Fawns.	Total.
Point Barrow ^a	550	200	750
Kotzebue:			
Mission	164	75	239
Nelima	180	85	265
Elecloona	108	50	158
Otpelle	21	13	34
Ohamon	5	2	7
Oglivalek	5	2	7
Minungon	5	3	8
Munnok	3	2	5
White miners	11		11
Total	482	232	714
Cape Prince of Wales:			
George Ootenna	98		98
Thomas Sokwena	50		50
James Keok	88		88
Stanley Kiv-Year-Zruk	93		93
Joseph Enungwouk	24		24
Frank Iyatunguk	21		21
Peter Ibiono	7		7
Okbaok	7		7
Eraheruk	1		1
Mission	726	369	1,095
Number at Port Clarence	4		4
Total	1,119	369	1,488

^a Report not yet received; number estimated.

ANNUAL STATEMENT OF THE COMMISSIONER

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Number, distribution, and ownership of domestic animals

Location and ownership.	
Gambell (St. Lawrence Island):	
Government.....	1
Presbyterian mission.....	1
Putlikinhok.....	1
Sepillu.....	1
Peniu.....	1
Oonmookok.....	1
Total.....	785.01
Teller:	
Government.....	
Mission.....	
Albikok.....	
Dunnak.....	
Sekeaglook.....	
Serawlook.....	
Caxrook.....	
Total.....	
Golofnin Bay:	
Mission.....	
Nils Klemetsen.....	
Tautook (Eskimo).....	
Constantine (Eskimo).....	
Taktuk (Eskimo).....	
Amahktoolik (Eskimo).....	
John (Eskimo).....	
Albert (Eskimo).....	
Benjamin (Eskimo).....	
Peter (Eskimo).....	
Mrs. Dexter (Eskimo).....	
Government.....	
Total.....	
Unalakleet No. 1:	
Government.....	
Ole Olsen Bahr (Lapp).....	
Okitkon (Eskimo).....	
Tatpan (Eskimo).....	
Episcopal mission.....	
Stephan Ivanoff (Eskimo).....	
Bikongan.....	
Moses Koutchok (Eskimo).....	
Total.....	
Unalakleet No. 2:	
Government.....	
Mission.....	
Nallogoroak (Eskimo).....	
Mary Andrewuk (Eskimo).....	
Koktoak (Eskimo).....	
Angolook (Eskimo).....	
Sagoonuk (Eskimo).....	
Accebuk (Eskimo).....	
Avogook (Eskimo).....	
Amikravinik (Eskimo).....	
Frank Kauchak (Eskimo).....	
Sakpillok (Eskimo).....	
Total.....	
Kuskokwim ^a	
Grand total.....	

^a No report received.

